

THIRTY-FOURTH ANNUAL REPORT
OF THE
DEPARTMENT OF EDUCATION
OF THE
PROVINCE OF ALBERTA

1939

PUBLISHED BY ORDER OF THE LEGISLATIVE ASSEMBLY



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Edmonton, December 31st, 1939.

TO HIS HONOUR,

JOHN CAMPBELL BOWEN,

Lieutenant Governor of the Province of Alberta.

SIR:

I have the honour to transmit herewith the Annual Report of the Department of Education for the year 1939.

I remain, Sir,

Your obedient servant,

WILLIAM ABERHART,

Minister of Education.

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REPORT OF THE DEPUTY MINISTER

THE HONOURABLE WILLIAM ABERHART, B.A.,
Premier and Minister of Education,
Government Buildings, Edmonton.

SIR:

I have the honour to submit herewith the thirty-fourth annual report of the Department of Education. The year 1939 marks the close of the fourth decade of the century, and for that reason it has seemed wise to make some comparisons between present-day achievements and those of earlier years. Only in this way is it possible to make clear the actual progress which has been made. The record given below seems to show that the Alberta system is now well abreast of the most progressive systems of the continent.

THE CURRICULUM

When the Province was organized in 1905, the Department adopted the programme of studies in use in the Territories, which had been prepared under the direction of Dr. D. J. Goggin in 1902. This outline followed closely the programme in use in Ontario at the time. The first major revision was undertaken in 1912 under the general chairmanship of Dr. H. M. Tory, President of the University of Alberta. As a result of the study made at that time, a system of twelve grades was introduced and provision made for the teaching of such "special" subjects as art, manual training, household economics and health.

At the close of the war it was felt that the new problems which had arisen demanded new emphases and new procedures. As a consequence, between 1921 and 1924 a complete rewriting of the curriculum from Grade I to Grade XII was undertaken, under the organization and direction of the present Deputy Minister. As was to be expected, this revision concerned itself almost entirely with a modernization of subject-matter in the basic courses, introduction of wider choices of subjects for students not destined for professional training, and provision for promotion by subject or unit.

During the depression years the number of pupils seeking instruction on the high school level more than doubled. A large percentage of these had neither the interest in nor the capacity for advanced study in the subjects of an academic programme. Had there been opportunity for employment, many of them would never have entered the high schools at all. It soon became evident that a more flexible curriculum, with a frank recognition of the educational value of the so-called "practical" subjects and some attempt to study the aptitudes of the pupils, was the next step in programme building. Accordingly, a new study of the curriculum needs of the Province was undertaken under the guidance of Dr. H. C. Newland, Supervisor of Schools. It is not too much to claim that this was the most thorough, the most painstaking and most scientific of any

that has so far been made. Much time was spent in an examination of the best work which had been done elsewhere in Canada, in the United States and in Great Britain. Committee members were released from other tasks that they might give their entire time to the work of revision and adaptation.

As a consequence, Alberta now has—

1. A school system consisting of three divisions, viz.: elementary (Grades I-VI); intermediate (Grades VII-IX); high school (Grades X-XII).
2. A grouping of children in Grades I-III on the basis of progress and achievement rather than years in school. Provision was made for a similar grouping in Grades IV-VI.
3. A modified "activity" programme adapted to the needs of Alberta children and conditions prevailing in this Province.
4. Modernized subject matter courses in health, social studies, general science, mathematics, oral language including choric speech, music and dramatics.
5. Elimination of all formal examinations except two, viz., a diagnostic, discriminatory and selective one at the end of the intermediate school, and a second at the conclusion of the high school to provide a general check-up and evidence of attainment on which to base further work.
6. Emphasis on a general course in which the student may, while getting a sound training in fundamentals, follow his own inclinations and aptitudes far enough to discover the extent of his abilities in these centres of interest.
7. Compulsory relaxational, developmental and cultural courses which have a direct relationship to the experiences which every child will have anyway.
8. New examination procedures which include intelligence ratings, general information tests, sight tests in appreciation, new techniques in written English, laboratory records, and survey tests as may be required from year to year.
9. A course sufficiently flexible to provide the widest possible choices for all students.
10. A programme adaptable to the limitations of the small school in the village community.

INSTRUCTION BY CORRESPONDENCE

In Alberta many pupils live in isolated areas where it is impossible, in some cases, to attend even an elementary school, while in others education on the secondary level is entirely lacking. To meet the needs of these pupils the Department has set up a very complete scheme of correspondence courses. Between six and seven hundred pupils for several years have secured their training in the work of Grades I-VIII in this manner. Recently it was decided to expand gradually until a complete service for the remaining four grades could be provided. An intermediate section was organized last year, and the work of the first year of high school will be undertaken in the fall of 1940.

Four years ago 374 pupils in grades above the eighth received instruction by correspondence. It now appears that the registration in these grades for the current school year will be close to three thousand. This increase is explained in two ways—first,

the requirement that students preparing the work of the first two high school years privately shall take instruction by correspondence in order that there may be some check on the fitness of the student to proceed to the work of the next grade; and second, the general use now being made of this service by Divisional Boards in cases where it is found impossible to provide regular school facilities. These Boards provide the services of the Correspondence School free of charge.

TEACHER TRAINING

New curricula, new teaching techniques, activity procedures and modern teaching objectives require a new type of teacher. The Department has not been unmindful of the fact that after all the teacher makes the school. To the end that the purposes of the revised curriculum might be thoroughly understood, selected teachers from widely separated points in the Province were brought in to the Summer School to watch demonstrations and secure practice in the new procedures. These teachers returned to their schools to actually use these procedures and to use their schools as demonstration centres. They visited district and provincial conventions to report on their experiences and demonstrate their results. For a year these selected teachers experimented with the programme before it was put in general use. Special demonstration classes were organized at the Summer Schools, and these have been continued ever since. In this way the needs of teachers in service were met.

The greatest changes took place in the Normal and Practice Schools. Enterprise procedures became the prevailing method employed in all courses, while instruction in the professional subjects was adapted to the needs of the new programme. It was soon found that greater practice facilities were required since the teachers-in-preparation mastered the new techniques best through actual participation. Now the prospective teachers follows a specialized programme in the high school, is subject to special scrutiny during the last years of his high school course by the principal and staff in order that they may be able to pass judgment as to his fitness for the work of teaching, faces a battery of tests before he can be even provisionally accepted for professional education, and then during the first two or three months is the object of special observation on the part of the staff of the Normal School. At any time during the year he may be required to withdraw if it appears that he is not likely to make a success of teaching. In other words, teachers are now being prepared for a more specialized task, and Normal School education has been adapted to that end.

OPERATION AND ATTENDANCE

During the year under review, 6,082 school rooms were in operation. Twenty-four new districts were organized during the period. Three thousand two hundred and sixty are now included in Divisions, while one hundred and seventy-eight one-room rural schools continue to operate as independent units. This fact is reflected in the record of operation. Of all schools in the Province, 99.3% were open for more than 160 days, the great majority for more than 190 days. The average monthly attendance reached the highest point in the history of the Province, viz., 90.33%. Returns from

town, village and rural schools show that 77.13% of all pupils enrolled attended more than 160 days, as compared with 67.99% in 1935.

The number of pupils in all grades decreased from 166,664 to 163,241, a difference of 3,423. In 1939 these were distributed as follows: elementary grades (I-VI), 63.96%; intermediate grades (VII-IX), 23.69%; high school grades (X-XII), 12.35%. The percentage enrolled in Grades IX-XI, to get a figure comparable to that used in former reports, was 19.06. In 1929 this percentage was 11.78.

THE LARGER ADMINISTRATIVE UNIT (DIVISIONS)

In January, 1937, the first Divisions began operation. Last year 44 were in operation throughout the year. Two additional, viz., St. Paul and Bonnyville, were set up during the year. This means that there will be 46 Divisions in the Province during 1940. With the organization of two or at the most three more, the entire Province will be reorganized. It is possible after a three-year period to form certain judgments as to the success of the new alignment.

COSTS

Fear was frequently expressed that the reorganization would result in greatly increased costs to the ratepayers. Naturally, any attempt to equalize costs of services over a larger area is bound to result in increases for some and decreases for others. The actual cost per pupil per day appears to be the best basis of comparison. In the first year of operation of any Division there was a great number of rural schools not in Divisions. The cost per pupil per day in that year in all schools was 35.8 cents, in ungraded schools outside Divisions 30.4 cents, and in Divisions 29.3 cents. In the second year, costs were as follows: in all schools 35.6 cents, in city schools 49.1 cents, in consolidated schools 43.5 cents, in graded schools 41.3 cents, in town and village schools 31.2 cents, in Divisions 28.3 cents, and in the one-room schools outside Divisions 31.8 cents.

The following, taken from the report of an official auditor, sets forth the situation in one Division:

"Our financial statements were submitted to the Board meeting held yesterday, February 1st, 1940, at which officials of the various contributing municipalities were present. All statements were gone into thoroughly, and the Board was congratulated upon its very satisfactory showing for the first year of operation.

"It will be noted that the balance sheet has no bank overdraft or bank loan and that the trust funds are intact. It is quite evident from a comparison with the previous year's operations under the management of the separate individual school districts that the School Division has managed its affairs on a more economical basis, and although comparisons are difficult to arrive at, due to the different methods of book-keeping, we feel that we are being quite conservative when we say that the School Division operated with \$5,000.00 less expense than did the separate school districts for the previous year."

TEACHER RELATIONSHIPS

On taking over their duties, Divisional Boards negotiated salary schedules with their teacher employees. These schedules take account of teacher preparation, experience, additional qualifications, type of certificate held, extra responsibilities imposed and all such factors. The teacher then knows that he is being treated fairly in

relation to his fellows and just what he may expect in future. The result has been that the number of married men in rural schools has practically doubled in three years. Under the new arrangements teachers may seek transfer within the Division when more desirable openings occur, and the Board is quite free to transfer teachers to other schools if it is deemed that better work would result from the transfer. At the conclusion of the year all current salaries had been paid. In addition, large amounts of arrears inherited by the Divisions from district operation had been wiped out. In a majority of the Divisions no arrears now remain unpaid. In the others, specified arrangements have been completed for their retirement over a period of years. All Divisions report increased co-operation on the part of the municipal authorities in the matter of the payment of requisitions.

THE PHYSICAL PLANT

Without exception, the Divisional Boards encountered heavy arrears in the matter of repairs and replacement of buildings. Almost nothing had been done of this nature since the outset of the depression. The first task was to make absolutely necessary repairs. Then a survey and classification of building needs was made, and reconditioning policies, covering all the way from four to seven years, worked out. Practically all this work had to be done from current revenue, since money for loan on school debentures was not readily available. A building programme more ambitious than any undertaken in any similar three-year period has been carried out, and practically without interest charges. The 1939 building programme for the Province as a whole was well in excess of three hundred thousand dollars. The next five years will see the physical plant put in first class condition.

Similarly with furnishings and equipment. Through repairs, judicious transfers and maximum use of that available, the annual costs for new equipment have been greatly reduced.

HIGH SCHOOL SERVICES

Probably the most signal accomplishment of the Divisional organizations is to be found in the field of secondary education. For years rural people have felt themselves severely handicapped in the provision of advanced education for their children. While distance from school and roads that are not so good still have to be contended with, much has already been done to overcome these handicaps. The following story of what has taken place in one Division, while not typical, shows what can be done under favourable conditions:

During the first year there were 56 children who received high school instruction. In the next year the number has increased to 156 and during the current year 394 are in high school classes. High schools actually operated by the Division take care of 351 of these, while the remaining 43 attend other schools, but have their fees paid by the Division. Of the 357, approximately one hundred live close enough to the schools to present no problem of transportation, the remaining 230 being conveyed to and from school by van. The Board claims that no child who completed the High

School Entrance examination last June found it impossible to proceed with his high school course in the fall.

Through co-operation with village and town centres it has been possible to provide an enriched programme including General Shop, Household Economics, Dramatics and Typewriting.

Not all parts of the Province lend themselves to conveyance by van, however. The problem is being solved in other ways. In several places dormitories are being operated by the Division. Here high school boys and girls board during the week and return to their homes for the week-end. Where the distance is too great they remain in residence continuously. By payments in kind, co-operation in doing the household duties incidental to dormitory life, the actual cost to the parents runs from \$7.00 to \$10.00 per month. In some cases an allowance is made to the pupil towards defraying the cost of living while boarding away from home. Fees, of course, are paid either entirely or in part by most Divisions. When all these devices fail, the Divisions fall back on the correspondence courses of the Department.

SUPPLIES AND TEXT BOOKS

Bulk buying has resulted in great savings to the parents of pupils in the matter of all school supplies. In most cases these are supplied free. Some Boards supply text books to the pupils as well. Others take advantage of the Department's discount and supply all books required by the pupils at cost. In addition to the saving, there is the added advantage of having the books available when needed. Apparatus needed for science courses is purchased in the same way and transferred from one school to another, as needed. Special attention is being given to library service by all Boards. Some have their schemes further advanced than others, but all have comprehensive plans in view.

HEALTH SERVICES

Provision for health service may be made in one of several ways, either through health units, that is, areas approximating in size the Division itself, municipal health services, district nurses or health services organized by the Divisions themselves. Much depends on the scheme in force in any section when the Division was organized. Care is taken to see that duplication is avoided and that existing agencies receive every co-operation.

SUPERVISION

As soon as the work of organization is complete the Superintendent gives his entire time to improvement in the quality of instruction. He knows exactly where the difficult spots are, what teachers need guidance, where special work is being carried on, where there is heavy enrollment, and where there are inexperienced teachers. By giving attention to these matters when attention is most needed, his work of supervision is made really effective.

YOUTH TRAINING

The programme of Youth Training has gone forward steadily during 1939. A second leadership training course for health and recreation leaders was held during the summer at Mount Royal College in Calgary. More than one hundred young people at-

tended, and in the autumn a great many new communities organized classes. Two new activities were added. At the Institute of Applied Art in Calgary there was established a training centre for aircraft mechanics. This proved very popular. Nearly two hundred were enrolled, and many others sought admission. As rapidly as these young men complete their training they are absorbed in the aircraft industry.

The Dominion-Provincial programme also included for the first time assistance for University students in necessitous circumstances. The sum of \$4,000 was made available for this purpose. Upwards of fifty students were aided with sums ranging from \$50.00 to \$150.00 each. The learnership courses for men were greatly expanded as to numbers trained. Specific training was given in sheet metal, welding, filing, woodwork, in fact any experience likely to be useful either in civil life or in various phases of our war effort.

PRACTICAL COURSES

There has been commendable expansion in the number of centres offering practical subjects. There were sixteen classes in needlework. Home economics was taught in 98 centres and General Shop in 118. These courses are very popular with parents and pupils everywhere, and assist greatly in increasing the holding power of the school.

A PROGRESSIVE SYSTEM

In this review I have attempted to show that Alberta has a modern and progressive system of education. In the rewriting of the curriculum the needs of all children have been kept in mind, especially those neglected all too long. Examinations have been devised which will do more than test the measure of retention of memorized material. A modern system of teacher-education has been adopted with greatly increased emphasis on actual practice. Rural school administration has been reorganized in accordance with the recommendations of educational specialists. Library and health services have been greatly extended. Supervision has taken the place of inspection. A pension scheme for teachers has been enacted. The problem of placement and stability of tenure in the case of teachers has been solved. A comprehensive scheme for the guidance, training and placement of youth after school has been successfully launched. The needs of pupils in isolated areas who are unable to take advantage of class attendance are met by carefully administered courses by correspondence. More children are getting more hours of schooling per week. A revised Grants Act is in preparation. Under its terms the state will spend its money in direct relationship to the need of the community.

I think it can be fairly said that it is a modern and progressive system.

I am, Sir,

Your obedient servant,

G. FRED McNALLY,
Deputy Minister.

REPORT OF THE SECRETARY OF THE DEPARTMENT
OF EDUCATION

(M. M. O'BRIEN)

During 1939 the Government, through the Department of Education, made the necessary arrangements for the education of deaf and blind children in schools for such children in other provinces. The total number of schools to which these handicapped children were sent was six, these being the Manitoba School for the Deaf at Winnipeg, the Ontario School for the Blind at Brantford, the School for Deaf Girls at Montreal, the School for Deaf Boys at Montreal, the Nazareth Institute for the Blind at Montreal, and the School for the Deaf and Blind at Vancouver. The total number of deaf children taken care of was 76 and the total number of blind children taken care of was 30.

During the June term there was 67 pupils in attendance at the school in Winnipeg. Four of these pupils did not return in the fall and one pupil moved to British Columbia. Five new pupils entered school in the fall, making a total of 67 pupils in attendance for the December term. There were two pupils in attendance at the Vancouver School during the June term, and one of these pupils completed his course and did not return for the fall term. One new pupil commenced in September. As of December 31st, 1939, the attendance of pupils at the different schools was as follows: 67 at the Manitoba School for the Deaf, 2 at the School for Deaf Boys in Montreal, 1 at the School for Deaf Girls in Montreal, and 2 at the School in Vancouver.

There were 28 blind children taken care of at the Ontario School for the Blind at Brantford during 1939. Twenty-five pupils attended during the June term, and eight completed their courses and did not return in the fall. Three new students attended during the December term, making a total of 20 in attendance as of December 31st. There was one blind boy in attendance at the Nazareth Institute during the June term and one new pupil attended during the fall term, making a total of two in attendance at the end of December.

The amount expended on behalf of the deaf and blind children for the fiscal year ended March 31st, 1939, was \$42,943.97, or \$1,811.78 less than that expended in the previous year.

As in former years, a grant was made by the Legislature to the Canadian National Institute for the Blind, the amount of the same being \$7,500.00 for the fiscal year ended March 31st, 1939. The amount was equally divided between the two Alberta committees, the Northern Alberta Committee with headquarters in Edmonton and the Southern Alberta Committee with headquarters in Calgary. The Southern area is served by an executive committee of 12 members residing in the City of Calgary, and the Northern area by an executive committee of 10 members residing in the City of Edmonton. These committee members give their services free. In addition to the committees, there are at each headquarters, offices for the executive officer, the blind teacher, office assistants and work-room assistants. The executive officers and teachers are blind persons, and these officials and the necessary assistants are regu-

larly employed and receive regular salaries. The total amount expended in Alberta during 1938-39 was \$19,409.98. In addition to the grant made by the Legislature, it was necessary, therefore, for the two committees to obtain additional funds, and these funds were raised by campaigns conducted under the auspices of the Institute.

SPECIAL CLASSES

Two sight-saving classes were conducted in the Province, one in Calgary with 16 pupils and one in Edmonton with 11 pupils. Classes for sub-normal pupils were also conducted in Calgary and Edmonton. The Calgary Public School Board had 7 rooms in operation with 131 pupils enrolled, the Calgary Separate School Board had one room in operation with 11 pupils enrolled, and the Edmonton Public School Board had 7 rooms in operation with 105 pupils enrolled. These rooms received grants from the Government, through the Department of Education, based on fifty per cent of the teacher's salary. For the 7 rooms for sub-normal pupils and the one sight-saving class conducted by the Calgary Public School Board, the grant paid was \$6,190.83. The one room for sub-normal pupils conducted by the Calgary Separate School Board received a grant of \$631.25, and the 7 rooms for sub-normal pupils and the one room for sight-saving class in Edmonton received a grant of \$6,264.14.

LOANS TO NORMAL SCHOOL STUDENTS

There is still a considerable amount outstanding on the loans made to Normal School students prior to 1932. Collections are still being made, and during 1939 approximately 60 teachers made payments against their accounts and 11 others closed out their accounts. During the fiscal year ended March 31st, 1939, there was collected on these loans \$5,993.87 principal and \$2,794.57 interest. The balance outstanding on these loans at the end of the fiscal year was \$71,944.00 principal and \$15,528.82 interest.

LOANS TO SCHOOL DISTRICTS

During the fiscal year ended March 31st, 1939, there was collected on school district loans \$611.59 principal and \$169.38 interest. The balance outstanding on these accounts as at March 31st was \$273,460.91 principal and \$183,090.09 interest.

OFFICIAL AUDITORS

For the year ended December 31st, 1939, there were 936 official auditors appointed to audit the books and accounts of school districts. The reports received from these auditors were, generally speaking, quite satisfactory. It was found necessary to submit claims to the Bond Company on behalf of 11 school districts, and in three cases the Bond Company paid a total of \$2,049.02, and there are still two cases under consideration. The shortages in the other six cases, amounting to \$796.78, were taken care of by the different secretary-treasurers who were short in their accounts.

REPORT OF BOARD ADMINISTERING THE EDUCATION OF SOLDIERS' CHILDREN ACT

(M. M. O'BRIEN, *Honourary Secretary*)

An appropriation was again made by the Legislature to assist in the education of soldiers' children in accordance with the provisions of The Education of Soldiers' Children Act. The personnel of the Board was as follows: Lt.-Col. T. C. Sims, chairman; R. A. Douglas, vice-chairman; and M. M. O'Brien, Honourary Secretary. In December the Board lost the services of Lt.-Col. T. C. Sims, who passed away.

During the fiscal year ended March 31st, 1939, there were 465 students who received assistance under this Act, the amount expended on their behalf amounting to \$13,706.34.

The number of students who received awards was 465, and the following table gives the details of the different courses followed by the students receiving awards:

	Boys	Girls	Total
1. Technical Courses	14	3	17
2. High School (Academic)	159	243	402
3. High School (Commercial)	2	26	28
4. Agriculture	9	2	11
5. Nursing		1	1
6. Correspondence Courses	4	2	6
	<u>188</u>	<u>277</u>	<u>465</u>

REPORT OF THE SUPERVISOR OF SCHOOLS

(H. C. NEWLAND)

A.—REVISION OF THE SCHOOL CURRICULA

High School Curriculum.

The courses prescribed for the Third Year (Grade XII) of the revised Programme of Studies for the High School were introduced in September, 1939, completing the revision of the entire school programme from Grade I to Grade XII, on which committees had been at work since 1934.

The Programme of Studies for the High School has been published in six bulletins:

Bulletin I.—Regulations, with special reference to Recommendations for Credits and Departmental Examinations in third-year subjects; together with prescribed courses in Mathematics, Foreign Language; General Shop (and Mechanical Drawing), Home Economics (and Needlework); Bookkeeping 1a, Stenography 1a, Typewriting 1a, and Commercial Law.

Bulletin II.—English (including Creative Writing), Art, Dramatics and Music.

Bulletin III.—Social Studies 1, 2 and 3, Sociology and Psychology, Economics, and Vocations and Guidance.

Bulletin IV.—Science, Health and Physical Education.

Bulletin V.—Commercial Subjects.

Bulletin VI.—Technical Subjects.

The printing of separate bulletins will facilitate a more or less continuous revision of the programme. Sections or subjects can be revised without the necessity of reprinting the whole programme.

Students who had standing in thirteen units of the unrevised programme for Grades X and XI and also standing in two units of

the unrevised programme for Grade XII were permitted to continue under the regulations governing the unrevised programme. All others were required to "change over" to the revised programme.

In all parts of Canada and the United States, school programmes are under revision. Since changes for the most part are administratively possible only if they are introduced gradually, programme revision must be a continuous process. During recent years, greater intensity of thought and activity has been induced in the field of curriculum-making by the increased tempo of change in social opinion, and has, in turn, produced its effect on the textbooks and reference books now offered by publishers. Better books are now available, and more of them.

To provide, therefore, for this necessarily continuous revision of the programme of studies for the elementary school, for the intermediate school and for the high school, a standing "core" committee has been set up, to be supplemented by three special panels, one for each of the three programme of studies. Reference is made below to the first session of this new committee.

It would be premature to attempt here any comprehensive appraisal of the new high school programme as it works out in practice. There are indications, however, that the programme is producing some, at least, of the results desired: in the first place, more students of average capabilities are advancing to the second and third years of the programme, and with a better prospect of graduation; since fewer "academic electives" are now required for the High School Diploma. In other words, the new programme, with its wider range of elective subjects and with fewer "matriculation" subjects required for graduation, is serving the educational needs of a larger percentage of the high school population than did the former programme. In the second place, the programme is more acceptable and more inspiring to the students. Several factors have contributed to this very desirable change: a less rigid prescription of subject-matter, especially in English and Social Studies; the abolishment of Departmental Examinations in the first two years of the programme; less dependence on a single textbook and more use of a classroom library; instructional procedures of a less formal type, including group discussions, committee reports, open forums and class projects; and more guidance and personal direction for the students. Finally, one should mention the fact that many more schools are now offering instruction in commercial subjects, shop subjects and Home Economics. On the whole, therefore, the Department can say without hesitation that boys and girls of high school age throughout the Province can now obtain a more effective type of education than ever before.

Elementary-School Curriculum.

Provision has been made for a further revision of the Programme of Studies for the Elementary School, introduced four years ago. A "core" committee will direct the work of future revisions of the curriculum, whether of the elementary school, the intermediate school, or the high school. For the work of raising the elementary-school curriculum, the core committee will have the assistance of a supplementary panel, consisting of persons whose special field is elementary education.

Members of the Core Committee are the following:

E. L. Fuller, Chief Inspector of Schools, Government Buildings.
 Raymond E. Shaul, President, A.T.A., Imperial Bank Building.
 F. G. Buchanan, Superintendent of Schools, Calgary.
 (or H. W. Bryan, Supervisor of Elementary School Instruction, Calgary).
 R. S. Sheppard, Assistant Superintendent of Schools, Edmonton.
 A. A. O'Brien, Superintendent of Separate Schools, Edmonton.
 Dr. M. E. LaZerte, Director, School of Education, University of Alberta.
 Dr. H. E. Smith, School of Education, University of Alberta.
 Dr. A. B. Currie, Inspector of High Schools, Red Deer.
 W. H. Swift, Provincial Normal School, Edmonton.
 Dr. G. S. Lord, Principal, Normal School, Edmonton.
 G. M. Dunlop, Normal School, Edmonton.
 G. K. Haverstock, Normal School, Edmonton.
 Dr. D. J. Dickie, Normal School, Edmonton.
 W. D. McDougall, Normal School, Calgary.
 C. H. Robinson, Inspector of Schools, Camrose.
 G. F. Hollinshead, Inspector of Schools, 10132 142nd Street, Edmonton.
 Miss Lorene Maguire, 26 Lemarchand Mansions, Edmonton.
 L. Good, Inspector of Schools, Wainwright.

Members of the Elementary-School Panel are the following:

J. P. White, Inspector of Schools, Westlock.
 G. K. Sheane, Provincial Normal School, Calgary.
 Dr. J. R. Tuck, Normal School, Edmonton.
 J. M. Scott, Normal School, Calgary.
 G. F. Manning, Normal School, Edmonton.
 A. L. Doucette, Normal School, Calgary.
 Miss Genevieve Twomey, Normal School, Edmonton.
 Miss Janet McIlvena, Supervisor of Music, Lethbridge.
 Miss E. A. Hastie, Normal School, Edmonton.
 Miss Rae Chittick, Normal School, Calgary.
 Miss M. B. Ricker, Normal Practice School, Edmonton.
 Mrs. Gladys Christie, Normal Practice School, Calgary.
 Miss Adele Irving, R.R. No. 6, Edmonton.
 George Agnew, Camrose.
 Miss Olive Fisher, Normal School, Calgary.
 Miss Mary Grace Brunton, 10709 93rd Street, Edmonton.

The first meeting of the Core Committee and Elementary-School Panel was held in the Committee Room of the Legislative Chambers on Saturday, December 9. The Supervisor of Schools presided as Chairman.

The following matters were discussed by the full Committee:

(1) The relation of "skills and drills" to the "enterprise"; and the amount of formal or remedial teaching that is required in Arithmetic, Reading, Language, Spelling and Writing.

(2) The revision of the courses in Social Studies and in Science for Division II (Grades IV, V and VI). Mr. J. M. Scott had already submitted a proposed revision for Social Studies, and Dr. J. R. Tuck for Science. Copies of these proposed revisions were placed before the Committee, and also copies of Professor Lillian Gray's "scope-and-sequence" chart for Social Studies.

(3) The list of textbooks, reference books and books for free reading.

(4) The revision of enterprise outlines, and the relation of these outlines to subject-matter (or content) outlines.

(5) The problem of completing an immediate revision in time for printing before March 31, 1940; and plans for a more thorough revision to be completed within the next two years.

In response to a request for information about the present practice in activity-programme schools with regard to "skills and drills" and "integration," the Chairman had received replies from Mr. Frank Adams, Vice-President of the State Teachers' College, Milwaukee, Wisconsin; Professor Lillian Gray, of the State Teachers' College, San Jose, Cal.; and Miss Mary Lothrop, Principal of the Arlington Heights Elementary School, Los Angeles, California. Copies of these replies were placed before the Committee.

The Committee confirmed unanimously the validity of the activity programme, the enterprise procedure and the principle of "successive meaningful experiences." It was opposed to continuing the policy of separating subject-matter content, as set forth in the printed programme, from the activities or enterprises. While it did not regard as feasible at the present time an attempt to set up a fully integrated programme, it recommended the reorganization of content materials in such a way that appropriate activities shall be used with these materials; and, furthermore, in such a way that the programme as a whole will provide for the child a "continuous, consecutive and cumulative growth, directed by clearly defined aims and objectives."

Further recommendations made by the Committee were as follows:

- (1) That for the purpose of immediate revision the courses in Reading, Literature, Language, Arithmetic, Art and Music should remain substantially as outlined in the present programme, with such minor improvements as may be found necessary and with more definite and extensive provision for motivating activities.
- (2) That pages 267 to the end of the present programme should be deleted, and that in place thereof a special introduction to the programme should be prepared, setting forth in detail the philosophy, aims, objectives and essential features of the activity programme, with a few illustrative examples of activities and enterprises worked out, and with adequate directions to the teacher in the use of these procedures.
It was considered very important that all teachers catch the spirit of the activity programme, understand its philosophy, psychology and purpose, and grasp clearly the classroom practice and procedures through which it can be implemented.
- (3) That sub-committees be set up to rewrite the outlines for Social Studies and for Science, in such a way as to provide for a better-ordered and more fully integrated sequence of material, with definite reference to the activities that are to be used, and with cross references between Social Studies and Science where material of both sorts can be included in the same activities or enterprises.
- (4) That a short outline be prepared of social activities for Division I, which will correspond to the activities for Division II.

Sub-Committee on Examinations.

Eight sessions of this Sub-Committee were necessary during the year to cope with numerous problems incidental to administering

the new system of recommendation for high school credits. The Sub-Committee dealt with the following matters: January 9, qualifications for teaching Music in Alberta schools; May 6, recommendations for credits in small schools, and regulations to control the amount of time that may be given to advanced instruction in small schools; May 27, regulations relating to Grade XII credits; September 19, advanced instruction for adult students; September 23, regulations with respect to Grade XII Mathematics, and definition of the status and privileges of "third-year" students who are proceeding on the revised programme; October 7, the Grade XII examinations of June, 1940. Further sessions were held on November 23 and December 20.

Teachers' Reports on Pupils of the Elementary School.

A meeting of a special committee on pupils' report cards was held in the office of the Supervisor of Schools on June 30. There were present Chief Inspector E. L. Fuller, Inspector L. B. Yule, Inspector Claude Robinson, Inspector Owen Williams, and Dr. H. C. Newland, Chairman. Inspector J. J. LeBlanc was present for part of the session.

It was agreed that there are four main phases of the problem of pupil accounting:

- (i) Information supplied to the parents.
- (ii) Official records for the administrative officials.
- (iii) Data respecting the pupil's I.Q. and special abilities together with other data relating to the pupil's personality.
- (iv) Transfer of records from one school or one division to another.

With respect to the frequency of issue of report cards for the information of parents, it was agreed that there should be not more than four reports a year to parents, these to be spaced in the following manner: at the end of October, at Christmas, at the end of March and at the end of June.

The most important part of the report was thought to be that showing the pupils' growth in personality, and development in desirable attitudes and in traits of character. This should come first, following a preface directed to the parents. The gradings assigned with respect to attitudes and traits are to be indicated by *letters*, not "marks," in the following manner:

- C—commendable,
- N—making normal progress,
- R—receiving special assistance.

Messrs. Yule, Robinson and LeBlanc consented to act as a sub-committee for the purpose of giving special consideration to the second part of the report, which will set forth the pupils' progress in school "subjects."

The committee decided that one part of the report form for intermediate grades should show the pupils' progress in the subjects, compulsory and optional, that make up the curriculum for the Intermediate School; and that the other part, showing growth in desirable attitudes, should be similar in form and spirit to that adopted for the elementary grades. Further consideration of the report for intermediate and high-school grades was left for the

consideration of a special committee on which the high school inspectors should be represented.

A pupils' cumulative record card, for the use especially of Divisional Superintendents, was also discussed. It was decided that for pupils of Division I this form should be a personal record, giving the name, birth, parentage, etc., of the pupil; also a medical record, showing physical disabilities, condition of eyes, ears, nose, throat, heart, etc.; and also an achievement record, showing acceleration or retardation, language disabilities, results of tests in Oral Reading and results of the Detroit First Grade or Second Grade tests. It was not thought desirable that intelligence ratings should be stated in terms of I.Q., if these records are to be open to inspection by the pupils themselves or their parents. For pupils of Division II a similar form will be required.

It was agreed that all cumulative record cards should be kept in the school. If the Superintendent desires duplicates he can arrange to have such made. It was also agreed that *all tests of general ability yielding an I.Q. must be administered under the direction and supervision of the Superintendent*; and further, that the Superintendent will be responsible for the proper use of the scores.

Early in September the committee completed its final draft of the report card for use in Grades I to VI. Sample copies were sent out to the Superintendents for criticism by the teachers at the fall conventions. The form as finally approved was printed, and copies are now available from the General Office of the Department to all schools in the Province. At the end of the year approximately 38,000 copies had been distributed, serving to direct the attention of parents and teachers very definitely to the objectives and spirit of the revised curriculum for the Elementary School.

B.—TEACHER TRAINING

Normal School Instructors' Conference.

The annual conference of the Normal School Instructors was held in the Normal School Building, Edmonton, on Thursday and Friday, April 13 and 14. There were present the full staff of the Normal Schools at Edmonton and Calgary, and the larger part of the staff of the Institute of Technology and Art, Calgary. The Conference was honoured by the presence, at some of the sessions, of the following visitors from other Western Provinces: Dr. G. B. Stillwell, Director of Teacher-Training and Supervision for the Province of Saskatchewan; Mr. R. M. Stevenson, Principal of the Normal School, Winnipeg; Mr. T. A. Neelin, Superintendent of Schools, Brandon; and Mr. A. S. Towell, Inspector of Schools for the Peace River Block, B.C.

The Supervisor of Schools, who acted as chairman, reviewed in a general way the series of problems confronting our teacher-training institutions as a consequence of the revision of school programmes. He explained that the main theme for discussion at the last conference had been the meaning and implications of the revised programme of studies for the elementary school, and that it would be the business of the present conference to discuss the following further problems:

- (1) The reorganization of the Normal School curriculum in order to economize time and also to adapt Normal School instruction to the needs of teachers who are using the enterprise programme. Several suggestions had been put forward, including a further curtailment of the lecture method, the use of group-discussion procedures and the organization of the programme around centres of experience or teaching situations or classroom problems rather than around the older Normal School subjects.
- (2) Problems relating to practice teaching.
- (3) In-service training, with special reference to the Summer School courses.

Before proceeding with the programme, the Chairman also pointed out that the Department had secured an appropriation to extend the practice-teaching facilities at the Edmonton Normal School, and had made a survey of the work done in elementary-school classrooms in Edmonton as a basis for this extended service. He also referred briefly to the Normal School Announcement for the year 1939-40, showing the changes in the requirements for admission and the procedures for selecting more carefully the annual quota of candidates.

Mr. A. L. Doucette, of the Calgary Normal School, proposed a new set-up for Normal School instruction which he illustrated by means of a chart that set forth graphically proposed changes in administration and instruction. His proposal was supported by material that he had gathered through a survey of the student body. By means of personal interviews and a questionnaire, he had obtained from the students their views with regard to the specific needs of teachers-in-training and the problems and types of discussion which they felt to be most useful and valuable.

Dr. Stillwell, Mr. Stevenson and Mr. Neelin took part in the discussion, offering suggestions that were prompted by experience in their own Provinces. Mr. Stevenson outlined proposed changes in the curriculum of the Winnipeg Normal School, showing that he and his staff are grappling with the same problem that is found here.

After a lengthy discussion the following resolutions were passed:

1. Whereas it is desirable that teachers-in-training be familiarized with the enterprise and group discussion methods now employed in the elementary and intermediate schools; and that they be given greater opportunity for the development of qualities of personality desirable in a teacher but which are not developed by more traditional methods;
That we recommend the continuing and extending within the Normal School of informal and functional procedures of instruction.
2. Whereas the Normal School Instructors have minimized the use of the formal lecture plan;
That we recommend a reasonable balance between the instructor-contribution methods and the discussion-activity principle.

Thereupon the question of objectives was raised. Dr. Sansom pointed out the great value of the work being done by Dr. Ralph

Tyler at the University of Chicago in evaluating objectives, and proposed that the first step in reorganizing the Normal School programme should consist in listing the objectives of teacher-training in Alberta. He further proposed that the teachers should be asked to co-operate through the Alberta Teachers' Association, and that the inspectors should also be asked to participate in this work.

The Conference accepted these proposals on the understanding, however, that the Normal School Instructors should proceed immediately with the work of reorganizing the Normal School programme in order that changes might be introduced in September of this year. The following resolution was then passed:

3. That each staff set up a committee of four members to work out to outcomes: (a) a schedule of objectives, (b) a programme of problem-activity units, the two committees to meet during the month of May to develop a programme for the consideration of the staffs before the end of the term.

The Chairman suggested that the Normal School Principals should submit plans for the extension of Normal Practice School facilities in Edmonton and in Calgary in order that arrangements might be made for an extended service in Edmonton during the year 1939-40. It was hoped that the same extension would be made at Calgary during the year following.

The Conference then recommended that in addition to the rural practice-teaching at Easter the Department should provide for a further period of three weeks' rural practice-teaching during the month of June, on the understanding that student-teachers must clear this requirement before being granted certificates. It was not intended, however, that rural supervising teachers would be required to make any detailed report, or to grade the performance of the student-teachers in any other manner than that of reporting that the student-teachers had satisfactorily met the requirement of three weeks' interne teaching.

The Conference decided with respect to in-service training and summer-school courses for teachers that in the near future it would become necessary to change the type of course offered and provide that the courses correspond in number of instruction-hours and extensiveness of content to similar courses offered by the University Summer School, in order that, if possible, students who take them may be granted university credit. The opinion was also expressed that in addition to summer-school courses, the procedure described as the "work-shop" by the Progressive Education Association, and other forms of study-group procedures, could be used as the most important types of in-service training.

Joint Meeting of Inspectors and Normal School Instructors.

The session of Friday afternoon was a joint session with the Inspectorial Staff in the Council Chamber of the Legislative Buildings.

Inspector W. E. Hay and Inspector J. C. Jonason each reported on the working out of the enterprise programme in rural schools, and discussed the extent to which the present type of Normal School training is effective in preparing teachers for enterprise work in such schools. Both speakers were of the opinion that the Normal

Schools should endeavour to instil principles of enterprise education a little more urgently, and send out more converts to the new faith. Inspector Towell of the Peace River thought that the year's Normal School training, no matter how well adapted it might be to the new programme in rural schools, would not be sufficient to overcome in the practice of beginning teachers the strength of earlier patterns of classroom experience.

The Inspectors expressed their agreement with the principles and objectives of the new elementary-school programme, and their willingness to insist on the carrying out of the programme in the classroom by rural teachers.

The Inspectors approved also of the plan of extending rural practice teaching for three weeks in June, the majority voting that the month of June was a satisfactory time of the year for this work.

The Inspectors further agreed to answer the call of the Supervisor of Schools for a statement regarding the needs of beginning teachers in rural schools. They undertook to send a statement regarding this matter to the Supervisor of Schools in time to enable the Normal School committee to make use of it before the end of the term.

Report on New Plan of Instruction at the Milwaukee State Teachers' College.

During the week from May 29 to June 2, the Supervisor of Schools visited the Milwaukee State Teachers' College for the purpose of examining a new plan of training for kindergarten and elementary-school teachers that has recently been introduced at that institution.

The Milwaukee State Teachers' College is a teacher-training institution offering a four-year programme of instruction leading to the degrees of Bachelor of Education and of Bachelor of Science in Education. Graduates are entitled to a certificate issued by the State Superintendent of Education permitting the holder to teach in any public school in the State.

Student-teachers may specialize in any one of the following six divisions of the programme: Art Education, Elementary Education, Education of Exceptional Children, Kindergarten Primary Education, Music Education, and Secondary Education. The certificate granted by the State Superintendent accords with the division in which the holder has specialized.

The general "core curriculum" required of all students consists of the following courses:

- (1) English and Speech.
- (2) Social Sciences.
- (3) Natural Science.
- (4) Physical Education.
- (5) Art and Music.
- (6) Psychology and Education—for a prescribed number of credits.
- (7) Major and Minor Courses, for a prescribed number of credits, to be chosen from the following groups: Education,

Psychology, English, Speech, Mathematics, Natural Science, Social Science, Foreign Language, Physical Education, Art and Music.

- (8) Additional courses, for a prescribed number of credits, to be chosen from the following groups: Natural Science, History, Mathematics and Foreign Language.

Except in the divisions of Music and Art, there is a common curriculum for the first two years in all divisions. This two-year curriculum does not differ save in a few minor points from the standard curriculum of a regular junior college of liberal arts.

In the third and fourth years the curriculum is professionalized, and the observation and practice of teaching are introduced by means of access to a campus demonstration and training school, and also a number of co-operating schools off the campus.

Observation of teaching and practice-teaching are done under the guidance of the college supervisors. The teachers of the campus training school are recognized as experts in the application of present-day educational philosophy and psychology, and work with an integrated "activity programme." Much attention is given to individual differences; and remedial work for retarded children as well as special work for gifted children may be observed throughout the school.

In the Elementary and Kindergarten Divisions, the courses in Educational Psychology, Philosophy of Education and Techniques of Teaching, which were formerly "storage courses" and therefore not functional, are now, under the new plan, integrated with observation and practice-teaching as professional experiences. In this plan of integration, theory is not set forth in formal lectures, but is studied and discussed only as the need for it arises in the students' actual experience of observation and practice-teaching.

Of the one hundred and thirty credits required for graduation from the Milwaukee State Teachers' College, 100 may be secured during the first three years for regular lecture courses, leaving 30 for the final year. Of these 30 credits, 18 are given for Techniques of Teaching and Student Teaching. In other words, nearly two-thirds of the programme for the final year is given to observation of classroom teaching, practice teaching, interne teaching, and the guidance and instruction which accompanies this practical work. It is common practice, however, for students to spread this practical work over two years, the third and the fourth, taking one semester of it each year.

For the purpose of this practical work, the whole body of student-teachers is divided into groups, *each of about twelve in number*, and each under the direct supervision of a faculty member. They have all had a course in General Psychology, but not, as a rule, a course in Educational Psychology or in other branches of Education. When the student-teachers begin their observation of classroom teaching and participation in such teaching, they report to their supervisor in a group conference. Here principles are discussed, problems are raised, and readings and special reports are assigned by the supervisor. In this way the principles of education and of psychology, and the techniques of teaching are learned

as they are required in the classroom experience of each student of the group. Common problems are discussed and studied by the whole group.

There are as many group conferences with the supervisor as may be required—even one a day, when there are special difficulties. The visitor was able to sit in at a number of these conferences. In one of these, the students reported on their teaching in the Grade III room of the training school. Many problems were discussed relating to the curriculum, child behaviour, individual differences and the procedures of an “activity programme.” At a second session of this conference, the students reported on their special study of the general principles of the activity movement. At conferences with other supervisors the visitor saw the same group-discussion procedure applied to the principles and problems of educational psychology, mental hygiene, secondary education, and guidance.

The visitor went into nearly all of the classrooms of the training school in order to see the kind of classroom job that the student-teachers, trained under the new procedure, are able to do. In some cases the supervisor and most of his group were present, observing the student-teacher in action. In other cases the student-teacher performed without any student-teacher audience, although it was the usual practice for the supervisor to see a part, at least, of the performance. The visitor had also an opportunity to see classroom work in several of the co-operating schools: the Lincoln High School in down-town Milwaukee, the Shorewood High School in a wealthy municipality adjoining the city, the Whitefish Bay High School, and the Green Tree School, a two-room rural school about five miles out of the city. The visitor took occasion also to discuss with the student-teachers both individually and in group conferences, the advantages and disadvantages of the new procedure.

There are several advantages in a large teacher-training institution operating as a college which are not offered in Alberta Normal Schools at the present time:

- (1) The commodious plant and equipment afford adequate facilities and room for the full range of teacher-training and training-school work.
- (2) The student-teachers have all completed two years of college work with a grade-point average of 1.3. (The grade points are assigned as follows: Grade A—3 points for each credit hour; Grade B—2 points; Grade C—1 point; Grades D and E—0 points.)

It accordingly follows that these student-teachers are intellectually and socially mature enough to understand and appreciate the application of the principles of psychology and of education to teaching situations in the classroom. The quality of the discussion in the group conferences demonstrates this fact very clearly.

- (3) The size of the staff of instructors makes it possible to place one instructor in charge of each group of twelve students, with adequate opportunity for personal contact with individual students. This feature is of the greatest importance.
- (4) The well-devised system of student guidance and counselling is in keeping with the up-to-date programme of the

institution, and is especially valuable in directing persons who aim to become teachers into the particular type of teaching for which they are best fitted.

With respect to the training of teachers for the elementary school, one may state summarily that the procedures employed at the Milwaukee State Teachers' College are definitely superior to those with which we are familiar in Alberta Normal Schools; and for the following reasons:

- (i) The courses of instruction are made functional.
- (ii) The group-discussion procedure gives sound training for activity procedures.
- (iii) The supervisory groups are small enough to allow close contact between instructors and teachers-in-training.
- (iv) A programme of student personnel services has been provided—a very important part of the training that should now be required for the most “personalized” of all professions.
- (v) Ample provision for directed practice-teaching under the supervision both of instructors and of practice-school teachers.

It appears, however, that there are times during the year when problems requiring special study come so “thick and fast” that some students, especially the less gifted, may not be able to find time for the necessary reading and research. Perhaps a preliminary course in the Principles of Teaching, taken before the Practice Teaching is begun, would serve to give students a general orientation, and would save time in the group-discussion conferences.

It may further be remarked that the new procedure will attain a maximum efficiency only if the group supervisors share a common philosophy of education, and a common understanding of the aims and validity of functional procedures of instruction. It would probably be expedient to re-allocate the supervisors to different groups at least once during the year. It must be assumed, of course, that all of the supervisor-instructors are equally expert in both the technical and theoretic aspects of teacher-training.

Recommendations.

1. It is both expedient and desirable to introduce in our Normal Schools some, at least, of the features of the Milwaukee system. Already the Normal School instructors have considered this matter in their annual conference, and have decided to reorganize the normal-school programme for the current year, introducing as much of the new procedure as they can under present circumstances. The new elementary-school programme cannot possibly succeed in the long run unless the pattern of procedure on which it depends is exemplified clearly and definitely in normal-school work. Teachers learn to conduct a group-discussion through participation, not through lectures.

2. It is very desirable to increase the present staff of Normal School instructors to a point where the staff will be able to make some use of the group-discussion procedure now employed in the Milwaukee State Teachers' College. There the number of students in each supervisor's group does not exceed 12. On this basis, an

enrolment of 600 students would require a staff of 50. Our present staff is 20 permanent instructors and 3 temporary part-time instructors. No doubt some of the practice-school teachers could assist with the group-discussion plan, but for this work they would expect additional remuneration. The permanent staff ought to number at least 24, which would enable the principals to organize the student body in groups of 25.

3. In a modern teacher-training institution of the best grade, it is found that all of the instructors are on the same level of competence with respect to general ability, scholarship, teaching experience, and special training in the field of education. This general rule applies not only to instructors in the so-called professional subjects, but also to instructors in Physical Education, Music, Dramatics and Art. There are many reasons why the physical-training instructors at our Normal Schools should be not merely exponents of physical exercises, but trained educationists as well, and teachers of Physical Education. During the past ten years this principle has been affirmed many times at the conferences of our Normal School instructors. Now that the Department of National Defence has withdrawn its physical-training instructors from our Normal Schools, it appears highly expedient to appoint permanently to the staff of our Normal Schools two instructors possessing the requisite qualifications described above.

4. Finally, one must recognize frankly the fact that a year's professional training at the level of high-school graduation is not a sufficient training for teachers, even of the elementary grades. The general tendency in the United States is to make little distinction in the length of the training programme for teachers of elementary, intermediate or secondary grades. In many states the majority of teacher-training institutions operate on a four-year programme leading to a college degree.

It is therefore desirable to examine the possibility of lengthening the teacher-training programme by setting up experimentally a two-year junior teachers' college in affiliation with the University of Alberta, or under the direction of the Department of Education, as the case may be, with both liberal-cultural and professional courses that could be taken for college credit towards a degree in education (B.Ed.).

Survey of Elementary Schools in Edmonton.

Early in March a committee was appointed, consisting of three Inspectors of Schools and four Normal School Instructors, to make a survey of the Elementary Schools of Edmonton for the purpose of determining the extent to which the Provincial Normal School at Edmonton might make further use of these schools in order to increase the facilities for observation and practice-teaching now offered to teachers-in-training at the said Normal School. The following were members of the committee: Dr. Donald J. Dickie, W. H. Swift, A. L. Doucette, Inspector J. C. Jonason, Inspector C. H. Robinson, Inspector L. B. Yule, and G. K. Haverstock, who acted as chairman.

It was the unanimous opinion of the Committee that the most important part of the Normal School training is that which pertains to the techniques and procedures of the revised Programme

of Studies for the Elementary School; and in particular, that if teachers-in-training are to acquire a command of the "enterprise" procedure they must be provided with opportunities both to observe it under favourable conditions, and to practice it under the direction of competent supervising teachers. It was therefore agreed that the Committee should be concerned in the main with appraising the results of the new programme in the elementary-school classrooms of Edmonton, with due regard for the ability and training of the teachers individually, and the type of classroom equipment at their disposal.

The Committee submitted the following recommendations:

- (1) For a number of years students from the Edmonton Normal School have been sent for periods of one or two weeks into the elementary and intermediate schools of the City for observation and teaching.

The Committee considers that it is not in the best interests of teacher-training that this policy be continued.

- (2) The Committee recommends that steps be taken to augment the present practice-school facilities by the selection of additional teachers whose relationship with the Normal School shall be similar to that of the present practice-school staff; particularly, that they be given the same remuneration for their work and that they be under the direct supervision of the Normal School.

It is recommended that a second practice school of about 10 teachers be established in an Edmonton school within reasonable distance of the Normal School. For this purpose the Queen Alexandra School and the Garneau School may be considered.

Rural Practice Teaching in June.

The Principals of the Normal Schools recommended to their graduating students that all who could find it possible to do so should arrange to spend three weeks in a rural school during the month of June. Most of these "cadets" were able to find schools for this purpose near their own homes. Several of the Divisional Superintendents co-operated with the Normal Schools in this arrangement.

Next year the Department will furnish each Divisional Superintendent with a list of all the Normal School students whose homes are in his division, in order that the students may be placed advantageously. The Department will expect, moreover, that all students who complete the regular work of the year will spend three weeks as interne teachers at rural schools. The regular teachers in these schools will have no special duties other than to report whether or not the student-teachers complete the three weeks' term.

REPORTS FROM THE NORMAL SCHOOLS.

The Staff of Instructors.

The staff of the Edmonton Normal School suffered a heavy loss through the death, on September 2, of Mr. H. Bernard Trout, B.A., M.C.

Born at Kemble, Ontario, on October 14, 1890, he received his early education there and at the Warton High School. After attending the London Normal School, Mr. Trout began his professional career at Richard's Landing, Ontario; and from there he enlisted for overseas service in 1915.

Mr. Trout had a brilliant military record. He won promotion to the rank of captain, and also the Military Cross with bar for conspicuous gallantry in action. After the war he became an Alberta teacher, accepting appointments at Round Hill, Grande Prairie and the Central High School, Calgary. In 1928 he was appointed to the staff of the Camrose Normal School as instructor in English. From 1933 to 1935 he served as inspector of schools for the Barrhead district, returning at the end of this period to the Camrose Normal School. When this school was closed in 1938, he was transferred to the staff of the Edmonton Normal School. He has served as a summer-school instructor, and as a member of committees revising the school curriculum. He possessed sound scholarship, a keen, penetrating mind, and the "precious jewel" of intellectual honesty. His service, like his character, was of sterling quality. Mr. Trout's place on the Edmonton staff was taken by Mr. Jonas C. Jonason, Superintendent of the Sullivan Lake and Berry Creek School Divisions.

Just before the opening of the Calgary Normal School in September, Mr. D. A. McKerricher, M.A., resigned from the staff in order that he might retire in Vancouver. Since 1923 Mr. McKerricher has been the instructor in History and in School Administration and Management. Previously he was for three years an instructor at the old Edmonton Normal School, which was opened in January, 1920, and closed in June, 1923. Mr. McKerricher first joined the staff of the Department in June, 1909, when he was appointed inspector of schools at Lethbridge. In 1912 he returned to teaching by accepting appointment as teacher of Classics at the Crescent Heights High School, Calgary. He can therefore qualify as an old-timer in Alberta education. His faithful and genial service, with the spice of his quiet humor, will most assuredly be missed by his colleagues. He was an enthusiast in the interpretative presentation of history and current events. Also, for several years he undertook responsibility for student debating, and he is well remembered for his introduction and competent management of proportional representation in student elections. This "gentleman and scholar" goes to Vancouver with the best wishes of the Department and its staff.

To succeed Mr. McKerricher, the Minister appointed W. Dewar McDougall, M.A., Principal of the Normal Practice School, Edmonton. Mr. McDougall is a specialist in Social Studies, and is joint author with Gilbert Paterson of the series for intermediate grades entitled *Our Country and Its People*, *Our Empire and Its Neighbours*, and *The World of Today*.

Early in September, the Department of National Defense withdrew Sergeant-Instructor Hughes from the Edmonton staff, and Sergeant-Instructor Baker from the Calgary staff. Temporary part-time appointments were made to fill these positions. Mr. A. W. E. Eriksson, B.Sc., is the new instructor at Edmonton, and Mr.

T. G. Finn, B.A., of the staff of Central High School, Calgary, is the new instructor at Calgary.

The staff of the Alberta Normal Schools on September 1, 1939, was as follows:

Calgary—E. W. Coffin, B.A., Ph.D., Principal; Olive M. Fisher, Ph.B.; A. E. Hutton; C. Sansom, B.A., Ph.D.; J. M. Scott, M.Sc.; Rae Chittick, B.Sc., R.N.; G. K. Sheane, B.A.; A. L. Doucette, B.A.Sc.; I. H. Graham, M. A., A.L.C.M.; W. D. McDougall, M.A.; T. G. Finn, B.A.; Isabella W. Currie, Librarian; Catherine I. Giles, Secretary.

Edmonton—G. S. Lord, M.A., LL.D., Principal; Donalda J. Dickie, M.A., Ph.D.; J. R. Tuck, M.A., D.Paed.; G. F. Manning, M.A.; E. Alberta Hastie, B.A.; G. K. Haverstock, B.A.; G. M. Dunlop, M.A.; Genevieve Twomey, B.A.; W. H. Swift, M.A., B.Educ.; J. C. Jonason, B.A.; A. W. E. Eriksson, B.Sc.; Emily E. Clever, Librarian; Margaret B. Smith, Secretary.

Enrolment for 1939.

The tables which follow have been compiled from the reports of the Principals to show the number of candidates admitted to the Normal Schools during the year 1938-39. There is also shown the number of trainees who were successful in securing certificates:

NORMAL SCHOOL ENROLMENT, 1938-39

	Men	Women	University Graduates	University Standing	From without the Province	Number of students withdrawing
Edmonton: September, 1938	54	167	1	6	1	1—Mantoux Test. 2—Voluntarily.
January, 1939 (to repeat second term)	2	4				4—Required to withdraw in Dec., 1938.
Calgary: September, 1938	68	176	1	10	4	4—Work unpromising.
January, 1939 (to repeat second term)		1				3—Illness or injury. 2—Voluntarily.
Totals	124	348	2	16	5	16

RECOMMENDATIONS FOR THE ELEMENTARY AND INTERMEDIATE SCHOOL CERTIFICATE IN JUNE, 1939

	Edmonton	Calgary
Number completing each year	220	236
Failures in Practice Teaching		3
Failures in Professional Subjects only	5	
Partial Failures	12	19
Partial Failures successful at Summer School	12	19
Recommended for Certificates	203	214

NORMAL SCHOOL ENROLMENT, SEPTEMBER, 1939

Edmonton:	Calgary:
Total enrolment:	Total enrolment:
Men	Men
Women	Women
University Graduates	University Graduates
University Standing	University Standing
Commercial Training	Commercial Training
Vocational Training	Vocational Training
From without the Province	From without the Province
Four of the men withdrew voluntarily, leaving a net enrolment of 317.	One student withdrew, leaving a net enrolment of 287.

Health Examinations.

The Edmonton students were given the usual medical examinations in September and in January by Dr. Carleton Whiteside. He speaks very favourably of their general physical fitness. Remedial programmes, where required, were laid down and followed with good results. Dr. Davidson, head of the Provincial Government Tuberculosis Clinic, reports that our students are free from tuberculosis. Dr. McGugan, Director of the Provincial Division of Communicable Diseases, made vaccinations against smallpox and gave inoculations against diphtheria, where required. It is a source of great satisfaction to know that teachers leaving the Normal School need not fear these three diseases; and that in their own schools they will promote a better understanding of the efforts made by the Province to keep our people healthy.

The Calgary students were given the usual thorough medical examination by Dr. Learmonth, and the tuberculin test, administered by Dr. A. H. Baker and the staff of the Provincial Sanatorium at Keith was taken by all but three students. In this latter test, 31 students gave positive reactions and were X-rayed at Keith a few days later. Of these, seven are advised to have further examination. The general medical report, a copy of which has been submitted to the Department, indicates a fairly satisfactory physical condition, on the whole, as compared with that of the previous year. No student has been excluded on the basis of this examination. The following comparative statement may again be of interest:

	1938-39	1939-40
Men Examined	67	74
Women Examined	175	214
Physique Excellent—Men	9	8
—Women	11	18
Physique Good —Men	52	53
—Women	143	158
Physique Fair —Men	6	14
—Women	20	34
Physique Poor —Men		
—Women	1	3

The Preliminary Tests.

A battery of preliminary tests was administered during the third week of September to all candidates for teacher-training at the Alberta Normal Schools. Included in the battery of tests were tests in vocabulary, spelling, good usage, sentence structure, reading, arithmetical reasoning and arithmetical accuracy, and also a test of "intelligence."

There are still many problems to solve with respect to the prognostic and diagnostic value of these tests. In a recent memorandum, Dr. Sansom, of the Calgary staff, has shown that the coefficient of correlation between preliminary-test scores and final practice-teaching scores is only .25, and between preliminary-test scores and academic success at the Normal School is .58. Obviously, if the practice-teaching scores are to be accepted as the criterion of teaching ability at the Normal School, no prediction with respect to the success of the individual students at the Normal School can be made from the results of the preliminary tests. He concludes: "The inner consistency (reliability) of the practice-teaching 'marks' is so notoriously low (very little above zero) that the assumption that they have any worth-while validity as a criterion

of that complex of attributes and qualities which is regarded as a good teacher is almost wholly gratuitous. It is possible that the preliminary results give a better forecast of ultimate teaching success than the practice-teaching results. This study throws no light on that question. It merely shows that in trying to decide in advance who will make good teachers as determined by practice-teaching results, the preliminary tests are practically, if not entirely, useless."

Candidates who sought admission to the Normal Schools in September, 1939, were admitted in the order of rank of their average standing on the Grade XII examinations, from the highest down. No candidate was admitted whose average standing was lower than 57%; whereas in September, 1938, the required average was as low as 50%. It ought therefore to be expected that a more or less random sample of the group of high-school graduates whose average Grade XII standing was 57%, or more, would show a higher average grade of "intelligence" than a similar sample of the year before with an average standing of 50% or more. This expectation has not, however, been borne out by the fact. Moreover, Dr. Sansom's statistical study of the preliminary-test scores suggests that high-school standards in "good usage," "sentence structure" and "arithmetical reasoning" may actually be declining.

The following table shows in "percentile scores" the relative standing of the Edmonton group, the Calgary group and the combined group of Normal School students for the years 1937, 1938 and 1939, with respect to mental ability:

	Lower Quartile			Median			Upper Quartile		
	1937	1938	1939	1937	1938	1939	1937	1938	1939
Edmonton	.470	.400	.320	.670	.620	.490	.830	.820	.660
Calgary	.540	.440	.380	.755	.656	.540	.860	.830	.680
Combined	.505	.427	.340	.710	.650	.520	.854	.830	.670

The foregoing results seem to point to a decline in general ability over the three-year period, and to a slight difference in favor of the Calgary groups. Further study of this problem will be necessary; and for this purpose a comparison should be made with the results from similar tests that have been given to freshmen classes at the University. Now when all the professions, and indeed many of the skilled and semi-skilled vocations, are in competition for the ablest students from our high schools, it would be sheer fatuity to accept inferior students for the teaching profession. Mr. W. A. F. Hepburn, Director of Education for Ayrshire, Scotland, and chairman of the committee that in 1937 made a survey of Protestant Education in the Province of Quebec, remarks on this problem in the following terms: *

"The Survey Committee was told that the best students do not offer themselves for a teaching career and that those who entered MacDonald College were, as a group, inferior to the average. The Survey Committee experimented by using the Otis Self-Administering Test of Mental Ability, Higher Examination, Form B, this being given to the students of the school for Teachers at MacDonald College and to a number of first-year students at McGill, and also to comparable groups in two Normal Schools in another province. The results showed that the students of the first year at

*Report of the Quebec Protestant Education Survey, pp. 187-9.

McGill had an average intelligence 7% above the intelligence of the MacDonald College group.

"It can be said that the inquiry revealed beyond a doubt that an attempt is being made in the School for Teachers at MacDonald College to make teachers out of young men and women who are of less than average intelligence. Out of 104, nearly 25% could not reasonably expect to succeed as teachers. To these should be added 16 cases in a doubtful class as regards intelligence who might eke out their meagre capacity with gifts of earnestness, sympathy and industry, and who might succeed fairly well if placed in favourable surroundings.

"The conclusion cannot be avoided that on this evidence regarding the students of 1937-38, Protestant authorities in Quebec are annually wasting thousands of dollars and some part of the lives of young men and women in a vain attempt to train them to fill positions for which nature has denied them the necessary talent. This waste is unnecessary and inexcusable."

On the other hand, Dr. Coffin reports that the weakness uncovered by the preliminary tests may be due to a meagre background; as for example, non-English parentage, high-school training taken in a one-room or two-room school, a gap between high-school training and admission to the Normal School; and that in several cases determined effort makes up for a large amount of such disadvantage. He animadverts on the poverty of high-school graduates in English vocabulary, and on the scantiness of their general reading. Dr. Lord reports that out of sixteen students who stood in the tenth (the lowest) decile both in intelligence and in fundamentals, at least four had been out of school a year or more, and nearly all had come from one-room or two-room high schools or from extension grades in an elementary school. One essential skill is ability in silent reading. Of the sixteen students referred to above, eight showed Grade VII ability in silent reading and the others ranged in ability from Grade VIII to Grade XI. Lack of opportunity seems to have been this year a prominent factor in causing the low initial standings, since constructive discussions, remedial classes, and a determination to make the most of present opportunities, have brought about marked gains in the relative standings of these sixteen students.

Changes in Organization, Instruction and Practice Teaching.

At the Edmonton school important changes were made during the year in the organization of the professional courses and of the practice-teaching. Dr. Lord reports as follows:

"The eleven courses given formerly were concurrent for the year. The year has now been divided into two semesters, and the students into two sections. Six courses are given in each semester, the physical-training course running for the year.

"In order to provide time for the staff to promote personality adjustments in the case of a considerable number of students, to give remedial work in speech, silent reading, spelling, writing, etc., to come into more intimate contact with the work of the practice schools, to assist students in practice-teaching work, and to direct the work of the dramatic, debating, glee clubs, and sports, four

afternoons of the week were set free by an important change in the structure of the time-tables: Classes begin at 8:30 and continue until 12:30, the periods being lengthened to 50 minutes (from 40 minutes) with ten-minute intermissions.

"In practice-teaching, measures have been taken to overcome the objectionable feature of teaching single isolated lessons. The students in twos spend two consecutive days each round in the practice school. On the first day they discover the work that the teacher and pupils are doing, perform some apprenticeship duties, receive assignments growing out of the day's work and direction from the practice-school teacher for their next day's work. They receive further assistance from the Normal School staff and librarian. On the second day they teach and assist in other ways. With successive rounds the requirements are increased.

"*Remedial classes* were organized for students whose initial equipment was found to be seriously deficient. Sixty students were given remedial instruction in reading, one hundred in spelling, and many in writing. Formerly these deficiencies received attention in the regular instructional classes of the school. This year we assumed that the students are equipped with these skills when they enter and that the level of the regular work of the Normal School should be raised accordingly. The remedial work was undertaken by both staff and students as additional to the regular instructional and practice-teaching work. Students proficient in these skills were excused from attendance at the remedial classes.

"The staff will undertake some organized work in connection with the personality development of the students. This school has always provided many opportunities for under-privileged students. Our study now is to find with respect to individuals the causes of personality handicaps, and, without being obtrusive, to provide for growth in this vital aspect of a teacher's equipment."

The *second practice school* of nine rooms has greatly increased the effectiveness of the work in practice-teaching at the Edmonton school. Formerly the students spent three weeks in the city schools. This arrangement was weak in that no direction could be given by the Normal School staff and classroom procedures and standards varied greatly. The Garneau Practice School has been organized with the following teachers as members of the staff: Mr. A. E. Might (Principal), Miss E. Austin, Mr. A. G. Bayly, Mr. F. A. Botsford, Miss A. Driscoll, Miss W. Gee, Mr. H. B. Harding, Miss A. Michael, Miss C. B. Pattullo, and Miss A. D. Roberts.

Dr. Coffin has divided the session at Calgary into three terms, and the students into four groups. During the first term a general orientation in all subjects of the curriculum is given to all of the groups; while during the two later terms, a more concentrated treatment of part of the subjects will be given to the four groups alternately. This arrangement avoids the *tedious repetition*, week after week, of all subjects with all groups, and permits also, in accordance with the recommendations of the June Conference, a more effective integration of the class work with the practice-teaching.

"We have attempted this session," reports Dr. Coffin, "to give the students a better working acquaintance with the enterprise pro-

cedure in the public school classrooms. Each group has observed and participated in the nine rooms of the Practice School and in nine other rooms in near-by schools for half the morning session. This is somewhat at the expense of the more formal lesson assignment, and gives less opportunity for close judgment of teaching skill; but a more thorough acquaintance with the classroom situation should be obtained. The more formal and intensive lesson practice will be proceeded with after the Christmas holidays. The burden of apprenticeship and formal practice is very great on our *one* practice school, and it is hoped that next year another school will be available for this purpose, and also perhaps, a few closely adjacent rural schools."

Dr. Coffin further reports that a course of instruction in library classification and procedure is given to each class group; despite the fact that the library accommodation is much over-taxed, that more shelf-space is urgently needed and an assistant to the librarian is desired.

Survey for Teacher-Training Candidates.

In May the Supervisor of Schools circularized the high-school principals of the Province, asking them to co-operate with the Department by guiding into the teaching profession such of their students as they considered to be "good prospects," and to report on all students who expected to seek admission in September to the Normal Schools or the School of Education. The response was gratifying. With regard to it, Dr. Coffin reports that "letters from 33 high-school principals indicated that 146 of the students then completing the fourth year intended to enter Normal School this session. The number, however, who report having completed Grade XII in these schools is 130, of whom 63 are different persons from those mentioned in the letters received from the principals. Of course, several of these may have qualified before this year, while others fully intending to enter Normal School may have been prevented by circumstances. Exact results of an enquiry of this kind are thus difficult to get; but there can be no question as to the value of such a survey. If the importance of guidance throughout the senior-high-school years and of a more accurate determination of fitness, both personal and academic, for the teacher-training course, can be impressed upon the staffs of the high schools, a helpful contribution to the professional preparation of the one brief session at Normal School will be made. No doubt radical modification of the Normal Entrance course is to be expected in the near future, so that the teachers' course will no longer be so largely a mere 'detour' on the way to university."

Activities at the Edmonton School.

The gold buttons presented by the staff for outstanding merit were won by Lillian Myrtle Cameron, Jessie Evelyn Capsey, Agnes Ruth Farvolden, Phyllis Eileen Long, Henry N. Clarence Lyster, Eileen Trina E. Olsen, Thelma Irene Olsen, Betty M. Sands, Sister Mary Marcella, Ruby May Taylore, Irene G. Wendt. The Strathcona Trust Medals were won by Carolyn Kuryluk, Sylvia Hannah Ronning, Ruby May Taylore, Howard Allan Tonnis.

The presidents of the Students' Union were Leslie O. Brown and Clifford L. Sorenson.

The Normal School Year Book was of a high standard of merit, and reflects great credit on the editor, Miss Mauriette E. Oliver, and her capable staff.

Activities at the Calgary School.

The 1939 session closed on June 4. On the preceding Thursday afternoon, informal closing exercises were held, at which Rev. Dr. Paton addressed the students, and Capt. Morton presented the Physical Training awards. The winners of the Strathcona Trust Scholarships were Felix Smith, Lundbreck, and Constance Bulmer, Calgary. Winners of the Class Medals were: Rex Bennet, Magrath; Felix Smith, Erma Ellert, Milk River; Evelyn Dawson, Calgary; Constance Bulmer, Stella Catley, Calgary; and Evelyn Cheney, Calgary.

In the "extra-curricular" activities of the year, class competition has promoted general and enthusiastic participation. The weekly programmes, under the auspices of the Literary Committee of the Students' Association, were of a much higher order than in some former years, more helpful toward such group undertakings in public schools and more expressive of the spirit of the present curriculum. This session an effort is being made to organize these activities into the framework of the whole school programme, thus tending to *lessen any sharp distinction between the "curricular" and the "extra-curricular."* Provision is being made at present for a Choral Society, a Dramatic Club, a Science Club, International Affairs, gymnasium sports and folk-dancing, in addition to the regular Friday afternoon programmes. As might be expected, the Choral Society and the Dramatic Club make the most successful appeal; but students are not encouraged, unless their class work is of a very high order, to take part in more than one or two of these voluntary activities. During the Christmas Season and later the Choral Society of 1938-39, under the direction of Mr. Graham, gave very acceptable radio and church-choir offerings. And on May 5, the Dramatic Club, under Miss Fisher's direction, gave a very successful performance of "A Hundred Years Old."

The Normal School "Chronicle," a volume beautifully bound in tooled leather, instituted by the Students' Executive of 1936-37, continues to record the chief incidents of each session, beginning with a brief history of this school from its establishment in 1906. The lettering of these entries has been done by the following students: 1936-37, Sister Denise Helene, Calgary; 1937-38, Dan Sandulak, Bellevue; 1938-39, Kelvin C. Stanley, Calgary.

THE SUMMER SCHOOL FOR TEACHERS.

The Department's Summer School for Teachers continues to be a very important branch of the teacher-training service in that it provides "in-service" training leading to higher or special certificates.

The total net enrolment at the Edmonton and Calgary sessions of the 1939 Summer School was 1,930.

The following teachers from outside the Province served as special instructors:

Edmonton—Dr. Harry J. Baker, Director of the Psychological Clinic, Board of Education, Detroit, Michigan; Mr. R. J. Aitchison, Central High School of Commerce, Toronto; Miss Maude Garnett, State Normal School, Oswego, N.Y.; Mr. L. W. L. Manuel, Specialist in Art, Vancouver High Schools.

Calgary—Miss Grace Giddens, Supervisor of Music, Haddon Heights, N.J.

SUMMER SCHOOL STATISTICS, 1939

Number registered in Department of Education Summer School:	
Edmonton	1,329
Calgary	601
Number registered in University of Alberta Summer School	396
Total registration	2,326
Duplicates	89
Net registration	2,237
Number of Second Class Teachers who completed successfully the course for the Elementary and Intermediate School Certificate:	
Edmonton	50
Calgary	13
Number of teachers holding the Interim Elementary and Intermediate School Certificate who successfully completed the five Summer School credits required for the Permanent Certificate	306
Number of graduates of the School of Education who qualified for the Elementary and Intermediate School Certificate	1
Number of professional subjects offered:	
Edmonton	53
Calgary	27
Number of Academic Subjects offered (Edmonton)	11
Number of Shop Courses offered (Calgary)	12
Number on instructional staff:	
Edmonton	41
Calgary	32
Total	73
Number of Summer School certificates issued	1,815
Number of teachers who qualified for special certificates:	
Swimming	135
St. John Ambulance Certificate in First Aid	68
Kindergarten-Primary Certificate	12
Many certificates have been issued in Dramatics, Bookkeeping, Typewriting, Music, Physical Education and Art.	

The Easter Convention.

The Easter Convention on April 10-13, 1939, was a unique event in the history of Canadian education. Through the joint effort and support of the Department of Education and the Alberta Teachers' Association a programme of outstanding excellence was offered, under the direction of the Progressive Education Association. Nine visiting speakers addressed sessions of the Convention, which by means of a double shift was held in the Macdonald Hotel and the McDougall Church, Edmonton. The general public was invited to all sessions, it being the desire of the speakers to arouse the interest of parents in the progressive movement.

The following were the guest speakers:

- Dr. Frederick L. Redefor, Executive Secretary of the Progressive Education Association, 221 W. 57 St., New York.
- Dr. Howard Lane, Professor of Education, Northwestern University, Chicago.
- Dr. Alice Keliher, Chairman of the Commission on Human Relations of the Progressive Education Association, and instructor in New York University.
- Dr. Reginald Bell, Assistant Professor of Education, Leland Stanford University, California.
- Dr. Ralph W. Tyler, Dean of the School of Education, University of Chicago.
- Dr. Hilda Taba, Assistant Professor of Education, University of Chicago.

- Dr. Louis Heil, Associate Professor of Education, University of Chicago.
Dr. Wilfred Eberhart, Assistant Professor of Education, University of Chicago.
Dr. Maurice Harting, Assistant Director of the Evaluation Staff of the Eight-Year Study, Progressive Education Association, and member of the Board of Directors of the National Council of Teachers of Mathematics.

It is likely to be a long time before such a galaxy of speakers is heard again at our Easter Convention. Officials representing the Department of Education in Manitoba and in Saskatchewan were visitors at the Convention. In fact, the whole affair was a grand success.

THE SCHOOL OF EDUCATION.

Regular meetings of the School of Education Committee, and of the Liaison Committee of the Department of Education and the School of Education, have been held during the year. One very important problem for discussion at these meetings was that of increasing the supply of properly-trained and duly-qualified high-school teachers. With the cessation of the issue of the First Class Certificate, and the limitation in teaching range of the Elementary and Intermediate School Certificate, the demand for teachers holding the High School Certificate will increase each year.

C.—COMMITTEE ON CERTIFICATION

In April, the Minister of Education approved the appointment of a special committee on the certification of teachers, composed of the following members: The Supervisor of Schools (Chairman), the Chief Inspector of Schools, the Director of Technical Education, one High School Inspector, two Normal School Instructors, one representative of the School of Education, and two representatives of the Alberta Teachers' Association. The Registrar of the Department has also been requested to attend meetings of the Committee.

Four meetings of the Committee were held during the year: on April 29, June 17 and an adjourned session on June 19, July 29 and December 20.

At the first meeting it was recommended that all teachers in private schools and institutions not under the jurisdiction of the Department who seek the privilege of recommending their students for high-school credits should be required to take steps towards securing adequate qualifications; and that the question of certification for these teachers be reviewed again not later than September 1, 1941.

At the second meeting it was recommended: That for teachers with professional training for high-school teaching obtained in Canadian institutions who apply for certification in Alberta the requirements for such certification shall be as follows:

- (i) The regular requirement of one year's residence in the Province in order to obtain domicile.
- (ii) Attendance at *one* summer-school session of the School of Education.

With respect to the class of cases mentioned under Section 7 (a) on page 19 of the pamphlet on "The Training and Certification of Teachers in Alberta," it was recommended that all teachers with a

degree from a university approved by the Minister be required to attend the Summer School at the School of Education; and that, even in cases where the teacher concerned holds a degree from a university approved by the Minister but does not hold a First Class or Elementary and Intermediate School Certificate, such teachers nevertheless be recommended to enrol for the two summer sessions' course at the School of Education, subject to special arrangements to be made later regarding prerequisites. In this connection it was further recommended that the whole question of prerequisites for the School of Education should be referred to the School of Education Committee for discussion at its first meeting in the fall term.

It was further understood that in view of the shortage of high school teachers in the Province it would be necessary to find for teachers holding a degree who desire to meet the requirements for high-school teaching some procedure by which they can qualify for attendance at the School of Education. In some of these cases the teachers concerned may hold only a Second Class Certificate, and, in other cases from outside the Province, certificates that could not be considered the equivalent of the First Class Certificate or the Elementary and Intermediate Certificate in this Province. In all these cases, however, the teachers concerned will have had teacher-training of some kind and will also have had reasonably successful experience as teachers.

The third meeting considered the request of a number of second-class teachers that they be permitted to qualify for the First Class Certificate instead of the Elementary and Intermediate School Certificate.

The Chairman in a preliminary statement to the meeting pointed out that there were really three types of cases to be considered:

- (1) The case of a few teachers who had during the year 1938-39 been granted permission to give instruction in Grade XI subjects although they hold only the Permanent Second Class Certificate. The Chairman explained that he had made a survey of these cases by asking all of the Inspectors and Superintendents to submit a list of all second-class teachers who were actually offering instruction in Grade XI work during the year 1938-39 and that the total number of these was approximately ten.
- (2) In accordance with the special regulation published in the *A.T.A. Magazine* of April, 1938, to the effect that teachers holding Permanent Second Class Certificates who were actually offering instruction in Grades IX or X be permitted to continue in the same school to offer such instruction on the recommendation of an Inspector, the Chairman pointed out that the Superintendents and Inspectors had kept a special list of these teachers, and that from the forms on file in the Chief Inspector's office he had ascertained that there were approximately 330 such teachers. The special regulation in the *A.T.A. Magazine*, referred to above, enables such teachers to qualify for the Elementary and Intermediate School Certificate, but not for the First Class Certificate.
- (3) There is a considerable number of teachers in the Province holding the Second Class Certificate who have made some

progress towards full Grade XII standing with a view to raising their certificates. Since these persons were not teaching Grades IX or X in April, 1938, they did not come under the special regulation referred to above.

It was finally agreed that at the next meeting of the Committee favourable consideration should be given to all cases in which a teacher holding a Permanent Second Class Certificate has been giving instruction in the work of Grade XI in the senior room of a two-room school or an equivalent organization since 1936; provided such teacher has since 1936 made progress towards the improvement of his qualifications either through obtaining standing in Grade XII subjects or through obtaining special qualifications for teaching optional subjects, and moreover, provided such teacher has had favourable reports, these never falling below the rating of "Good" since 1936, and provided further that continuation of the teacher's work in the school has been recommended by an Inspector. It was also agreed that the cases of other teachers could be discussed at the proposed meeting in September.

It was further agreed that the Chairman should be instructed to get information and data from the Inspectors and Divisional Superintendents regarding the need for placing teachers holding only a Second Class Certificate in rooms where they will give instruction in Grade XI subjects during the year 1939-40 and where the Inspector will approve and authorize such instruction.

The fourth meeting considered finally the status of second-class teachers and recommended as follows:

- (1) That second-class teachers with successful experience in Grades XI or XII during the school years 1936-37 or 1937-38 who, by taking progressive steps to raise their academic qualifications become entitled to the special concessions that were published in the *A.T.A. Magazine* for April, 1938, receive First Class Certificates when they have completed the required Grade XII and summer-school courses; and that all other second-class teachers who meet the requirements for the raising of their certificates be granted the Elementary and Intermediate School Certificate.
- (2) That teachers holding second-class certificates granted in other Provinces who have completed Grade XII standing in Alberta be permitted to qualify for an Elementary and Intermediate School Certificate in Alberta by attendance at an Alberta Normal School (a) from January to June if the previous normal-school training has been of a year's duration; or (b) for a full year if the previous normal-school training has been of not more than six months' duration.

The Committee performs an exceedingly valuable service in advising the Minister with respect to special adjustments that are required under the new regulations governing certification. At each meeting there has been a large docket of special cases for consideration.

D.—COMMITTEE ON RADIO EDUCATION

A meeting of the Committee was held in the Committee Room of the Legislative Chambers on Saturday, September 16th. The following members were present: Mr. A. E. Ottewell, Registrar of the University; Mr. Donald Cameron, Department of Extension, University of Alberta; Dr. G. S. Lord, Principal of the Edmonton Normal School; Dr. J. R. Tuck; Mr. C. E. Bowker; Mr. H. T. Robertson; and the Supervisor of Schools, who presided. Dr. M. E. LaZerte was unable to be present. Mr. Watson Thomson, of Station CKUA, University of Alberta, was present on invitation of the Chairman.

The Chairman gave an account of his attempts to negotiate with the Departments of Education in Saskatchewan and Manitoba for a co-operative series of school broadcasts for the three Prairie Provinces from station CBK, Watrous. He did not expect that there would be any result during the year 1939-40. Files of letters were submitted from teachers who have radios in their schools and find the Alberta school broadcasts very helpful.

The Committee recommended that the school broadcasts be continued during 1939-40 on the same general lines as those of the preceding year. It was accordingly decided to recommend the appointment of the following persons to broadcast during the current school year: Miss Janet McIlvena, L.R.S.M., Supervisor of Music for the Lethbridge schools, Music in the Elementary Grades; Mr. Glyndwr Jones, F.R.A.M., Calgary, Music and Music Appreciation in the Intermediate Grades; Mr. Watson Thomson, M.A., Department of Extension, University of Alberta, Social Studies in the Intermediate Grades.

The Chairman was asked to arrange for the distribution of an annotated schedule for the school broadcasts. Requests for copies of these schedules have come to the Department from 300 schools; and 225 teachers have reported favourably on the quality of the broadcasts. There is no doubt but that these broadcasts are a great boon to pupils in rural schools. Favourable reports are now coming in from teachers in town and city schools. Every indication points to the need for continuing these broadcasts.

REPORT OF THE REGISTRAR

(R. V. BELLAMY)

All students desirous of proceeding with High School courses are required to qualify for entrance to the First Year High School (Grade X) by passing the Grade IX examination.

Papers are provided by the Department in English, Social Studies, Mathematics and General Science and Health. The Department provides also a General Test on which all candidates are required to write. The results of this General Test are transmuted to a percentile basis. Research has shown that this test is a fairly satisfactory measurement of intelligence, and that there is a reasonably accurate balance between examination results and general test

results. These results, therefore, are of considerable value in determining the grading of candidates. The following table shows the distribution of the general test scores of a sampling of 2,000 candidates of 1939:

Schools and Percentile	0-24	25-40	41-50	51-60	Rank		71-80	81-90	91-100	Totals
Cities:					61-70					
Frequency	51	51	21	49	53	50	65	60	400	
Per cent.	13	13	5	12	13	13	16	15		
Towns and Villages:										
Frequency	275	150	75	115	99	74	114	100	1,000	
Per cent.	27½	15	7½	11	10	7	12	10		
Rural Schools:										
Frequency	199	86	43	63	52	44	56	57	600	
Per cent.	33	14	7	11	9	7	9	10		
Totals:										
Frequency	525	287	139	225	204	168	235	217	2,000	
Per cent.	26	14	7	11	10	9	12	11	100	

In 1939, 1,665 school districts sent up candidates for this examination, 1,328 of these being rural districts. A total of 9,431 candidates wrote, an increase of 41 over 1938. Of these, 30.28% were granted unconditional promotion (Grade A); 33.06% restricted promotion (Grade B), i.e., they were limited to two academic electives in their programmes in First Year High School, but might register in a full programme to the extent of that offered in the school attended; 20.19% were granted conditional promotion (Grade C), i.e., they were not permitted to include in their First Year High School programme any subjects from the group of academic electives; 16.47% failed to qualify for promotion. This last group (Grade D) would be required to repeat the entire year's work should they later intend seeking admission to High School. Group C includes the body of students who should derive considerable benefit from High School experience, but should not plan a Normal Entrance or University Matriculation Course.

The following table of results on the Grade IX Examinations shows the number of candidates as classified in Grades "A", "B" and "C" in rural and urban centres and for the entire Province:

Category	Cities, Towns and Villages		Rurals		Total for Province	
	Candidates		Candidates		Candidates	
	No. of	%	No. of	%	No. of	%
A	2,124	33.14	732	24.22	2,856	30.28
B	2,130	33.23	988	32.70	3,118	33.06
C	1,263	19.71	641	21.21	1,904	20.19
D	892	13.92	661	21.87	1,553	16.47
Total	6,409	100.00	3,022	100.00	9,431	100.00

In September, 1937, the revised High School Programme was introduced in the First Year High School (Grade X) and in September, 1938, in the Second Year High School (Grade XI). Under the revised system, standing is granted in all subjects of the First and Second Years of High School on the basis of the year's work as estimated by the staff of the school attended or by the Corres-

pondence School, from which a course has been taken under the direction of the Department of Education, provided students in the first group comply with the minimum attendance requirement, or in the second group have covered the courses to the satisfaction of the instructor. Those in Group 1 failing to measure up to this requirement in full are granted such credits as are commensurate with the actual period of attendance to the extent of a certain minimum below which no credits whatever are granted except in repeated subjects.

Principals are not permitted to announce results in subjects of the High School grades. They are required to submit to the Department confidential estimates on a percentage basis to the nearest multiple of five of the class work of each student in each subject of his programme. At midsummer these reports are checked as to authorization by the local inspector of instruction in the subjects reported upon, also as to attendance of the student, his eligibility to register in the programme presented and his compliance with the rules and regulations regarding prerequisites and selection of academic electives.

Letter grades are then assigned and statements of results prepared for mailing. These statements are issued in triplicate, one copy for the student, one for the Secretary of the School Board or Division and one for the Departmental files. Approximately 18,000 statements of results were issued to students registered in subjects of the First and Second Years of High School in 1938-39. These included statements issued to 315 students registered in the special one-year course in Commercial subjects.

The results are later assembled in a cumulative record system now being built up. Records of these students who began their courses under the former system who are ineligible to complete under the former system are being transferred to the new system.

Reports were received from 811 school districts, of which 301 are urban and 510 rural districts.

High School programmes in small schools are necessarily restricted since the amount of time available for classroom instruction determines the extent of the programme authorized. The complaint that rural students are not given the same advantages under the revised system as are available to town and city students will be overcome when Divisional Boards are given sufficient time to organize the schools within the Division to give the fullest possible service.

As a result of the change in procedure under the revised High School Programme, Third Year High School (Grade XII) is the only High School grade for which Departmental Examinations are provided. A total of 7,155 candidates wrote on this examination in June, 1939, and a total of 25,410 answer papers were submitted, this being an increase of 1,844 over the number of Grade XII papers submitted in 1938. A total of 2,882 candidates wrote on the Supplemental Examination, presenting 4,477 answer papers. A total of 618 answer papers were re-read as appeals. The Grade XII Examinations in June were written in 264 school districts. There were 56 centres for the Supplemental Examinations.

The percentage of passes for the Province varies but little from year to year, as indicated from the following table covering a period of five years:

	June	Supplemental
1939	73.86	47.86
1938	75.36	45.76
1937	71.66	50.22
1936	71.67	48.60
1935	72.50	53.20

The Grade XII Examination of 1939 was the last under the un-revised programme. That for 1940 will necessarily be of an entirely different character and for the most part of the objective type, designed to test the student's power of comprehension and his ability to apply the knowledge gained to problems of daily life.

The Department no longer issues diplomas for completing Grade VIII since Grade IX is the final year of the Intermediate School and the Grade IX Examination is the line of demarcation.

In 1938-39 students were given an opportunity to major in Commercial options in the following public schools: Calgary, Edmonton, Lacombe, Lethbridge, Medicine Hat, Banff, Vegreville, Ponoka, Red Deer and Wetaskiwin, and in the Technical options at Calgary, Edmonton and Lethbridge.

The following table indicates the results on the examinations of the Western Board of Music of students taking the diploma courses:

	Piano		Theory	
	No. of Candidates	No. who Passed	No. of Candidates	No. who Passed
Grade I	2	2	3	3
Grade II	1	1	1	1
Grade III	9	9		
Grade IV	4	4	4	4
Grade IV	5	5	1 (Hist.)	
Grade VI	2	2		
Grade VIII	3	3		
Total	26	26	9	8

Mrs. Gordon Egbert, of Calgary, conducted the examinations in Piano in Edmonton and Mr. Henry Atack in Peace River. Examinations in Theory were written in Edmonton, Glenister, Grimshaw and Fairview.

The following tables indicate the number of candidates for examination in the various units of Grade XII in June and August:

DEPARTMENTAL EXAMINATIONS, JUNE, 1939

UNIT	Number of Candidates	Number of Passes
Algebra 3	3,094	2,334
Biology (Grade XII)	2,528	1,960
Chemistry 2	2,425	1,848
Composition 4	3,046	2,208
French 3	1,494	1,100
Geometry 3	130	92
German 3	70	52
History 4	2,603	2,000
History of English Literature 1	942	659
Latin 3	503	381
Literature 4	3,379	2,477
Physics 2	2,014	1,428
Trigonometry 1	3,182	2,230
Total	25,410	18,769
Percentage of Passes		73.86%

SUPPLEMENTALS

UNIT	Number of Candidates	Number of Passes
Algebra 3	416	99
Biology (Grade XII)	445	305
Chemistry 2	316	108
Composition 4	747	396
French 3	242	138
Geometry 3	29	16
German 3	15	5
History 4	409	208
History of English Literature 1	266	130
Latin 3	84	46
Literature 4	543	352
Physics 2	336	124
Trigonometry 1	629	216
Total	4,477	2,143

Percentage of Passes

47.867%

CERTIFICATES ISSUED DURING THE YEAR 1939

Certificates	Alberta	Other Provinces	British Possessions	Other Countries	Totals	Grand Total
(a) Permanent Certificates:						
Alberta Teachers:						
Academic Class	24					
High School Class	18					
First Class	376					
Elementary and Intermediate Class	182					
Second Class	160				760	760
(b) Interim Certificates:						
High School Class:						
Alberta	25					
Manitoba		1			26	
First Class:						
Alberta	20				20	
Elementary and Intermediate Class:						
Alberta	463				463	
British Columbia		1				
Saskatchewan		30				
Ontario		4				
New Brunswick		1				
Nova Scotia		1			37	
England			1		1	
Second Class:						
Alberta	21		1		21	568
	1,289	38	1		1,328	1,328

N.B.—The table shown above includes in its Alberta list 153 certificates re-issued on account of change of name through marriage, and 173 re-issued to teachers who have qualified for certificates of higher rank than those originally granted them.

REPORT OF THE CORRESPONDENCE-SCHOOL BRANCH FOR THE YEAR 1939

(J. W. CHALMERS, *Director*)

During 1939 this Branch continued to supply free lessons to under-privileged students in Grades I to VIII (inclusive). At the end of the year in these eight grades there were enrolled a total of 661 pupils. The greatest number are taking their courses in Grades I and II, the figures for these grades being 221 and 111.

The other students are distributed fairly evenly through the other six grades, the number per grade decreasing somewhat from Grade III to Grade VIII. During the year promotion certificates were issued to eleven Grade VIII students.

When the Correspondence School was first established in 1924, its purpose was to provide instruction only to pupils in unorganized territory, but gradually since that time the service has been extended to a great many under-privileged children. Some of these are children who suffer from physical handicaps; others, although resident in an organized school district, are not able to attend school throughout the year because of such factors as distance from a school, severe weather and impassable roads.

The services of the Correspondence School are also offered without charge to a number of adult students whose early education has been neglected. Among these there is enrolled one who is a deaf mute.

Not all students in these grades are resident of this Province. Six are resident in the North-West Territories. This number is only one-third that of the previous year, as the educational facilities in these territories have been improved by the opening of at least one school. Another pupil is found as far distant as Venezuela. This boy's parents are missionaries in that country, but naturally wish their child to receive an education comparable to that obtained by Alberta students.

The service extended to these pupils of the elementary and lower intermediate school includes provision of lesson materials and marking of completed lessons, but does not include text books. Children in Grades I to VI are, however, provided with free readers as are those who attend regular schools.

The most striking development in this Branch was the inauguration of the Department's policy of taking over the correspondence work in Grades IX to XII. A start was made this year by taking on the work in Grade IX. To do this the Branch was reorganized into two sections, the Elementary Section handling the work of Grades I to VI (inclusive), and the Intermediate and High School section handling the courses from Grade VII to Grade IX. At the end of the year four qualified teachers were employed in the Elementary section, including its own Director, and four including the Director in the Intermediate and High School section. All the latter are university graduates. In addition to the instructional staff, an office staff is also included in the personnel of the Branch.

The Branch now has charge of all registrations for Elementary, Intermediate and High School work in Alberta, and is handling directly the work up to Grade IX. It is planned to take over the actual instruction of Grade X in 1940, and of the other grades at intervals of one year.

In 1936-37, 374 students were taking 1,041 courses in Grades IX to XII (inclusive). In 1937-38, the corresponding figures were 635 and 1,635. For 1938-39, they had grown to 1,967 and 3,564. Figures for 1939-40 are not complete, but promise to exceed those of 1938-39 by 50%. Where a few years ago correspondence students in these grades numbered a few hundreds, they are now counted in thousands.

The special Grade IX optional subject of Agriculture, which may be taken only by correspondence students, has proved very popular. In 1936-37, a total of only nine students was registered for this subject. The following year this number increased to twenty-two, but in 1938-39 the figure stood at 306, and for 1939-40 will greatly exceed this.

There are probably several reasons for this phenomenal growth. In the first place, students may not obtain the standing in subjects of Grades IX, X and XI unless they attend a regular school or enroll for correspondence courses, and under the revised programme they must also attend school or take correspondence courses to be eligible to write the Grade XII examinations.

A second reason is that practically all the School Divisions have now adopted the policy of paying all or a substantial part of the correspondence fees for students resident in their territory. This means that they are able to take a big step forward in equalizing the educational opportunities of their pupils. Those boys and girls who do not live near a school and cannot afford the expense of boarding away from home are enabled to continue their education at home or by attending the nearest elementary school.

Still another reason for this increase is that with the introduction of specialized options in Grade IX and High School grades, many teachers do not find themselves sufficiently qualified to give instruction in subjects such as Bookkeeping. Therefore, many of these teachers have their pupils enrolled in the Correspondence School Branch for instruction in these subjects, at the same time offering the regular programme in their own schools.

Finally, many teachers now holding second class certificates find themselves at a disadvantage compared with those who hold first class or elementary and intermediate certificates. To improve their standing they are accordingly registering in large numbers for the courses in Grade XII. Special concessions are allowed to such teachers, who are permitted to choose from a range of subjects wider than that allowed to other students who are completing their Grade XII work.

REPORT OF THE CHIEF INSPECTOR OF SCHOOLS

(E. L. FULLER)

The additional administrative and supervisory duties incidental to the establishment and operation of the new School Divisions made it necessary again to increase the inspection staff in September. During the first six months of the year there were thirteen school inspectors who acted as Superintendents of two divisions each, while eighteen were responsible for one each. Six new appointments were made, effective the first of September, and another was made necessary on October 1st by the transfer of Inspector J. C. Jonason to the staff of the Edmonton Normal School. The new appointees are A. B. Evenson, B.Sc., Carl B. Johnson, B.Sc., W. S. Korek, B.Sc., Hugh R. Ross, B.Sc., H. T. Sparby, M.A., Robert Warren, B.A., and Jas. P. White, B.Sc.

Archibald B. Evenson is a graduate of the University of Alberta. He taught for three years at Tofield and eight years at Banff, serving as principal of the Banff public and high schools for the last five years.

Carl B. Johnson, after graduation from Alberta University, held teaching positions at Bon Accord and Vermilion and was principal of the Claresholm schools for three years.

W. S. Korek had considerable experience in rural, consolidated and town schools, and after graduation from the University of Alberta was principal of the Peace River schools. Previous to his appointment as inspector, he was for three years Superintendent of Public Schools at Turner Valley, where he also assisted in high school teaching.

Hugh Robert Ross is a graduate in Arts of the University of Alberta. His experience includes rural school teaching, public and high school work at Carstairs and Camrose. For three years prior to his appointment he was on the staff of the Rideau Park Intermediate School in Calgary.

Harry T. Sparby, after graduation from Camrose Normal School, taught for five years in rural schools. He obtained his bachelor's degree in 1933 from the University of Alberta, and subsequently was principal of the Grande Prairie High School for six years.

Robert Warren is a graduate of the University of British Columbia. He has had four years' experience in rural schools. His high school experience includes a year at Milk River as principal of the consolidated school, five years as vice-principal at Innisfail, and three years as principal at Lacombe.

Jas. P. White, after teaching for a few years in rural and urban schools, obtained his degree from the University of Alberta. He was on the High River high school staff for six years, and was for two years principal of the Coaldale Consolidated School.

ORGANIZATION OF INSPECTION STAFF

The elementary school inspectors are responsible for the supervision of all instruction in Grades I to VIII and of Grade IX only in those schools where this grade forms a part of the intermediate rather than of the high school organization. All inspectors except two this year have also acted in the capacity of Superintendent of a Division, and there are still seven men who are in charge of two divisions each.

The high school inspectors visit only those schools offering instruction exclusively in grades above the eighth.

The table below shows the present allocation of the staff, together with the assignment of schools to each official:

DEPARTMENT OF EDUCATION

INSPECTORS OF ELEMENTARY AND INTERMEDIATE SCHOOLS

Inspector and School Division	No. of Districts	No. of Rooms	No. of rooms in operation	No. of rooms in Indian Schools	No. of Private Schools
J. D. Aikenhead, M.A., Lac Ste. Anne No. 11	78	88	88		
C. C. Bremner, M.A., Macleod No. 28, Pincher Creek No. 29	117	181	166	2	3
X. P. Crispo, M.A., Olds No. 31	96	112	112		1
A. B. Evenson, B.Sc., Taber No. 6	67	90	60		
W. E. Frame, M.A., Drumheller No. 30	96	159	158		3
J. L. Gibault, M.A., St. Paul Inspectorate	124	155	150	6	
A. R. Gibson, M.A., B.Paed., Lamont No. 18	60	109			1
J. W. Gilles, M.A., Peace River No. 10	111	132	120	4	5
L. Good, B.Sc., Wainwright No. 32, Provost No. 33	159	170	150		
T. F. Hamilton, B.Sc., St. Mary's River No. 2	62	113	113	7	
F. Hannonchko, B.A., Two Hills No. 21	72	103	103		
W. E. Hay, B.Paed., Stettler No. 26	89	116	112		
G. F. Hollinshead, B.Sc., Stony Plain No. 23, Edson, No. 12	136	180	175		1
C. B. Johnson, B.Sc., Grande Prairie No. 14	112	134	128	1	3
W. S. Korek, B.Sc., Berry Creek No. 1, Sullivan Lake No. 9	102	129	81		1
H. A. Kostash, B.A., Smoky Lake No. 39	75	123	122		2
C. M. Lavery, B.A., Vermilion No. 25	102	114	113		
J. J. LeBlanc, B.A., Clover Bar No. 13	81	117	117		
R. H. Liggett, B.A., Castor No. 27, Neutral Hills No. 16	168	181	134		
R. V. McCullough, A.B., Bow Valley No. 43, E.I.D. No. 44	87	114	97	3	
H. A. Macgregor, M.Sc., Foremost No. 3	129	144	100		
J. A. Macgregor, B.A., Calgary No. 41	89	119	108	3	13
J. H. McLean, M.A., Holden No. 17	80	98	95		
M. MacLeod, M.A., Wheatland No. 40	91	103	92		
C. H. Robinson, M.A., Camrose No. 20	79	104	104		1
H. R. Ross, B.Sc., Rocky Mountain No. 15	78	91	91		
J. Scoffield, B.A., Wetaskiwin No. 36	105	124	120		2
R. J. Scott, B.A., Sturgeon No. 24	90	122	122	8	8
H. T. Sparby, M.A., Athabasca No. 42	108	126	122		1
E. C. Stehelin, B.A., McLennan Inspectorate	87	112	98	16	1
H. C. Sweet, B.A., Cypress No. 4, Tilley East No. 5	125	178	142		
L. A. Thurber, B.Sc., Red Deer No. 35	88	128	127		2
L. A. Walker, B.A., Ponoka No. 34	80	89	86	4	
R. Warren, B.A., Acadia No. 8	103	108	59		1
E. W. White, B.A., Killam No. 22	81	104	96		
J. P. White, B.Sc., Pembina No. 37	94	111	110		
O. Williams, B.A., Lethbridge No. 7	88	208	182		4
G. L. Wilson, B.Sc., Foothills No. 38	81	124	102		2
L. B. Yule, B.A., Vegreville No. 19	73	96	94		1
Total	3,743	4,900	4,458	54	56

INSPECTORS OF HIGH SCHOOLS

Northern Alberta—H. E. Balfour, M.A., Edmonton.

Central Alberta and Commercial Schools—A. B. Currie, M.A., Ph.D., Red Deer.

Southern Alberta—D. M. Sullivan, M.A., Calgary.

Inspection of Elementary and Intermediate Schools.

The following tables compiled from statistics supplied by the inspectors indicate summarily the work accomplished during the year 1939:

TABLE OF MILEAGE

	Total	Average
(a) By Rail	30,954	773.85
(b) By Car	348,943	8,723.57
Total	379,897	9,497.42

TABLE OF INSPECTIONS

Total and average number of inspections during the year

	Total	*Average
(a) Elementary Schools	4,099	105.10
(b) Indian Schools	59	1.51
(c) Private Schools	29	.74
Total	4,187	107.35

TABLE SHOWING DISTRIBUTION OF INSPECTIONS

	Graded	Ungraded	Total
Number of rooms inspected once	975	1,416	2,391
Number of rooms inspected twice	208	616	824
Number of rooms inspected three times	7	19	26

TABLE SHOWING TOTAL AND AVERAGE TIME SPENT BY INSPECTORS
IN DIFFERENT TYPES OF DUTIES

	Total Days	*Average Days
(a) Inspection	2,493.5	62.3
(b) Investigation	2,493.5	62.3
(c) Official Trustee	363.0	9.8
(d) Attendance Officer	83.7	2.9
(e) Examinations	85.0	2.1
(f) Meetings of Divisional Board	705.7	17.6
(g) Special	914.0	22.9
(h) Reports and Correspondence	2,773.5	69.8
Total	9,911.9	249.7

*Eight inspectors were employed for only part of the year, one being employed for nine months, six for four months, and one for three months.

SURVEY OF EDUCATIONAL CONDITIONS AND PROGRESS AS INDICATED IN REPORTS OF INSPECTORS

Following instructions, each inspector has submitted a report on educational conditions and progress in his area. These reports include observations on the activities in the forty-four School Divisions operating in 1939 as well as comments on the techniques and general validity of the new course of studies. The information received, covers the following main headings:

- A—General Conditions, Teacher Supply, Tax Collection, Salaries and Payment of Teachers.
- B—School Organization.
- C—Inspection and Supervision.
- D—High School Instruction.
- E—School Fairs, Fall Conventions, Teachers' Institutes, Musical Festivals, Sports' Days.
- F—Additional Features and Suggestions.

In the following pages the findings of the individual inspectors have been consolidated and generalized so as to give them as wide an application as possible in presenting a summary of educational efficiency in the schools of the Province.

A.—General Conditions, Teacher Supply, Tax Collections, Salaries and Payment of Teachers

I.—General Conditions.

The year 1939 was characterized by a continuation of the improvement in general economic conditions. The opportune spring moisture conditions, together with a cool May and good rains in June, produced an unusually heavy stand of grain, but with the advent of very warm weather in July and August the grain deteriorated rapidly. In the Grande Prairie region the crops suffered from drought and cutworms until the first week in July; then during the harvest season rain followed rain. Some parts of the Province suffered from hail for the second successive year, notably Olds and Wheatland; frost took a heavy toll west of the Pembina River, while snow and rain impeded threshing in the Athabasca and Rocky Mountain House districts. On the whole, however, returns

for the farmers were better than they have been for years, though still inadequate to compensate for the set-back experienced in the worst years of the depression. There is an abundance of fodder, and the upward trend of market prices for all products has counteracted, to some extent, the bad effects of unfavourable growing and threshing seasons. The 1939 crop, while approaching bumper proportions, was definitely not a money crop as, in spite of the high yield, the lower pegged price and the relatively higher cost of harvesting tended materially to decrease profits.

Crops in the drought areas were again comparatively good. The average yield in the Hanna area was five bushels per acre higher than last year. Acreage sown and harvested in the Medicine Hat and Tilley East areas was about 20% larger than in the 1938 season and, though the yield per acre was slightly lower, the total of deliveries represented a substantial advance over the previous year. In the marginal districts of the Lac Ste Anne and McLennan inspectorates economic conditions are slightly less satisfactory.

The improvement in live stock prices during the fall has assisted those farmers who had a surplus for sale. Garden products, excepting potatoes, were greater in quantity and better in quality than those of recent years. One of the best beet crops in history was harvested near Taber, and yields were consistently high in other irrigated areas.

II.—Teacher Supply and Operation of Schools.

The shortage of teachers, which showed signs of developing in the Fall of 1938, was distinctly noticeable in 1939. The more remote the district, the more pronounced was the effect of the shortage. In a few districts on the frontier, where living conditions are not attractive to teachers, and where a large amount of salary arrears is owing to previous teachers, some few schools remained closed for a time, while in others married women or aged teachers have been induced to return to the profession. A few male teachers enlisted at the outbreak of war, but as yet there has been comparatively little loss to the profession from this cause. Boards of trustees have of recent years displayed a peculiar reluctance to advertise for teachers to fill vacancies, and many teachers have been quite unaware of available openings. Twenty-six resignations were reported in June from one School Division. The reasons given were as follows: Marriage 16, university courses 8, retirements from the profession 2.

The year was free from epidemics of a serious nature, and the attendance was maintained at a high level of regularity. There is an increasing tendency to reduce the number of rooms operating. Where enrolment is small, arrangements are made to transport pupils to a neighbouring town or rural school; this is particularly true in the divisions. Some school boards operate vans; elsewhere parents are allowed the statutory remuneration for providing satisfactory conveyance.

III.—Collection of School Taxes.

Within the municipalities the greater part of the tax payments is effected during the months of November and December, following the marketing of the crop. Tax payments were delayed during

the Fall due to the absence of sufficient snow for transportation by sleigh, and a general anticipation that, with the war, grain prices would assume more generous levels at the beginning of the new year. Throughout the year, over the Province as a whole, collections of school taxes by municipalities compare favourably with collections in 1938, which was a good year.

Most of the rural schools are now functioning under the Divisional Boards, the municipalities being responsible for collecting the taxes and paying the requisitions of the Boards. Collecting rural districts in the homestead areas continue to experience difficulty in deriving amounts adequate for the year's expenses, and taxes collected are usually in the form of labour on buildings or grounds. The attitude of ratepayers towards payment of taxes shows some improvement.

In some parts of the Province, notably in the McLennan inspectorate, tax collectors of the Department of Municipal Affairs, have accompanied the secretaries and advised them how to make collections on unpatented land, and action has been taken on patented land when owners are clearly in a position to pay.

Collections in incorporated villages and towns reflect the improved economic conditions; financing has been accomplished with but little, if any, recourse to bank loans.

IV.—Salaries and Payment of Teachers.

In the Divisions increments under the schedules adopted in 1938 became operative for the most part in September, 1939. The lowest salary is now generally paid to the inexperienced graduate of the Normal School. The increase in salary for each year's experience is usually a modest one, and the yearly increment for service within the particular school system is, as a rule, quite small, but it is welcomed by the teachers as a step in the right direction, tending to give dignity and stability to the teacher's position. Some school boards pay a bonus for approved summer courses, and all graduate the salary in accordance with the experience and professional qualifications of the teacher. Having established the schedule in principle, after negotiation with the teachers' organization, some Divisions have found it necessary, in order to keep within the required appropriation, to impose a percentage deduction from the stated basic minimum or from the gross annual salary when all increments have been computed.

The problem of salary arrears is being solved in the Divisions by systematically reducing each year the amount outstanding; at the same time current salaries are paid promptly and in full. In rural schools outside the Divisions, salaries are consistently lower and often substantially in arrears.

V.—Special Grants and Guaranteed Loans.

Under the provisions of Section 27 of The School Grants Act special grants may be made available for school districts or school divisions when the income from taxable property bears no effective ratio to the financial obligation imposed on the ratepayers. While Section 26(a) of the Act brings about a degree of equalization of the costs of education among the taxpayers of the Province, it does not go far enough, and increased financial assistance must be

extended to the weakest school districts and divisions. During 1939, special grants were made to all divisions included wholly or partly in the "Special Areas" as well as to a number in which the average assessment per operating class-room is comparatively low. During the year, also, special assistance was given to a number of weak Divisions with large arrears of teachers' salaries, the Department stipulating in these cases that the funds advanced must be used in paying the arrears in proportion to the amount due to each teacher. Special grants were also paid to certain weak districts in the St. Paul, Wetaskiwin, Athabasca, McLennan, Peace River and Grande Prairie areas. The payment in these cases was made conditional on the boards undertaking to make cash collection of taxes and clearing of part of their heavy indebtedness to their former or present teachers.

The Department of Education has continued its policy of making a special grant of \$150.00 to newly organized school districts erecting first schools by a system of voluntary labour. It has also approved the guarantee of bank loans in the case of a few districts in financial difficulties. Applications for the guarantee of loans have become rare, however. The explanation is to be found in the fact that relatively few rural districts now remain outside of school divisions.

B.—School Organization

I.—Number of New Districts.

Returns from inspectors show that twenty-four new districts were organized during 1939. Five of the twenty-four are in Athabasca, three in St. Paul, two in Lac Ste Anne, and the remainder distributed among eleven other inspectorates.

II.—Number of New Schools.

Sixty-seven one-room schools were built; additional rooms to present schools were constructed in fifteen districts; eight two-room schools were erected, one four-room school and one school of more than four rooms. Of the ninety-two new schools, ten replaced structures destroyed by fire. Log schools to the number of nine sprang up in the wooded districts of the extreme north. Twenty-five schools are of frame construction and forty-three of frame and stucco; three are of frame and insul brick, one of stone and tile. Twenty-one teacherages, barns and miscellaneous structures were erected, and one Divisional office. In addition, a number of districts found it advisable to rent or lease temporary buildings for high school teaching or other purposes; in some cases these were converted houses, in others churches or community halls. Fourteen schools were built by voluntary labour aided by government grants; ten were financed by debentures sold locally; the remainder were paid for out of current revenue. The tendency in building is to specify full basements and fully modern construction with respect to lighting, ventilation, heating and sanitation.

III.—The School Divisions.

The first eleven School Divisions in the following table have been functioning since January, 1937; those numbered twelve to twenty-two have operated since January, 1938; those numbered

twenty-three to forty-four have operated during the whole of the year 1939. Only two new Divisions were set up during the last year and they will be in operation in 1940.

LARGE SCHOOL DIVISIONS—ALBERTA

No.	Name	Secretary-Treasurer and Address	Superintendent and Address
1.	Berry Creek	J. A. Lukey, Sunnynook	W. S. Korek, Hanna.
2.	St. Mary's River	S. Hesketh, Cardston	T. F. Hamilton, Cardston.
3.	Foremost	D. Terriff, Foremost	H. A. Macgregor, Foremost.
4.	Cypress	F. G. McLaughlin, Medicine Hat	H. C. Sweet, 534 11th Street, Medicine Hat.
5.	Tilley East	F. G. McLaughlin, Medicine Hat	H. C. Sweet, 534 11th Street, Medicine Hat.
6.	Taber	H. J. Hart, Taber	A. B. Evenson, Taber.
7.	Lethbridge	R. M. Glover, Lethbridge	O. Williams, 532 15th St. S., Lethbridge.
8.	Acadia	C. G. Peterson, Oyen	Robert Warren, Oyen.
9.	Sullivan Lake	H. K. Fielding, Hanna	W. S. Korek, Hanna.
10.	Peace River	R. B. Manly, Peace River	J. W. Gilles, Peace River.
11.	Lac Ste Anne	F. W. Wiggins, Sangudo	J. D. Aikenhead, Sangudo.
12.	Edson	Claude Clark, Edson	G. F. Hollinshead, 10132 142nd St., Edmonton.
13.	Clover Bar	Chas. Bowker, 10076 100 Street, Edmonton	J. J. LeBlanc, 10713 98th Ave., Edmonton.
14.	Grande Prairie	G. R. Patterson, Grande Prairie	Carl B. Johnson, Grande Prairie.
15.	Rocky Mountain	J. Stronach, Rocky Mtn. House	Hugh R. Ross, Rocky Mtn. House.
16.	Neutral Hills	R. R. Arnett, Consort	R. H. Liggett, Coronation.
17.	Holden	V. J. Reay, Holden	J. H. McLean, Holden.
18.	Lamont	M. Wolcenko, Lamont	A. R. Gibson, Lamont.
19.	Vegreville	D. W. Kennedy, Vegreville	L. B. Yule, Vegreville.
20.	Camrose	A. G. Lewis, Camrose	C. H. Robinson, Camrose.
21.	Two Hills	Wm. Halina, Two Hills	F. Hannochko, Two Hills.
22.	Killam	H. T. H. Roberts, Killam	E. W. White, Killam.
23.	Stony Plain	W. L. Sharplin, Stony Plain	G. F. Hollinshead, 10132 142nd St., Edmonton.
24.	Sturgeon	E. Meaden, 37 Gariepy Block, Edmonton	R. J. Scott, 10049 113th Street, Edmonton.
25.	Vermilion	J. R. Robson, Vermilion	C. M. Laverty, Vermilion.
26.	Stettler	F. M. Layton, Stettler	W. E. Hay, Stettler.
27.	Castor	A. B. Wetter, Castor	R. H. Liggett, Coronation.
28.	Macleod	Gordon Blair, Granum	C. C. Bremner, Macleod.
29.	Pincher Creek	W. A. Fraser, Pincher Creek	C. C. Bremner, Macleod.
30.	Drumheller	H. A. Evans, Drumheller	W. E. Frame, Drumheller.
31.	Olds	S. Gilson, Didsbury	X. P. Crispo, Olds.
32.	Wainwright	D. H. Currie, Wainwright	L. Good, Wainwright.
33.	Provost	J. H. Cochrane, Hughenden	L. Good, Wainwright.
34.	Ponoka	Deforest Nelson, Ponoka	L. A. Walker, Ponoka.
35.	Red Deer	R. C. Ives, Red Deer	L. A. Thurber, Red Deer.
36.	Wetaskiwin	T. Appelt, Wetaskiwin	J. Scofield, Wetaskiwin.
37.	Pembina	G. B. Pierce, Westlock	J. P. White, Westlock.
38.	Foothills	J. T. Hyde, High River	G. L. Wilson, High River.
39.	Smoky Lake	S. Antoniuk, Smoky Lake	H. A. Kostash, Smoky Lake.
40.	Wheatland	A. H. Erswell, Strathmore	E. MacLeod, Strathmore.
41.	Calgary	F. R. McVeigh, 506 Burns Bldg., Calgary	J. A. Macgregor, 3435 5th St. W., Calgary.
42.	Athabasca	J. A. McIntyre, Colinton	H. T. Sparby, Athabasca.
43.	Bow Valley	J. T. Summerbell, Bassano	R. V. McCullough, Bassano.
44.	E.I.D.	J. T. Summerbell, Bassano	R. V. McCullough, Bassano.
45.	St. Paul	G. M. Seller, St. Paul	J. L. Gibault, St. Paul.
46.	Bonnyville	J. B. Laporte, Bonnyville	J. L. Gibault, St. Paul.

There are 3,141 school districts included in Divisions and 297 outside of Divisions. The Consolidated schools embrace 191 districts, while town and village districts total 252. The map following shows the approximate area covered by each Division.

*The Advantages of the System of School Divisions**(1) The effects of election of trustees over a large area.*

Divisional trustees are largely free from narrow loyalties and think in terms of relatively large areas—the subdivision, and the whole division. This makes possible the inauguration of programmes of improvement that are logical in conception and systematic in execution. Trustees of Divisional Boards are able to handle problems connected with staff personnel and complaints of

ratepayers in a more impersonal and unbiased manner than could trustees of the small local boards; the result is that difficult situations infrequently are created and repercussions rarely occur after a Board has handed down a decision.

Service on a Divisional Board is a liberal education for the individual trustee. When an attempt is made to improve educational services over a wide area, he comes to think in terms of fundamentals associated with the basis of support and the administration of our school system. Service on Divisional Boards will undoubtedly result in a steady building up of an informed body of public opinion that will powerfully influence future educational reform in Alberta.

(2) *The opportunity for suitable placement of teachers.*

Previously, experienced teachers left the heavier and more difficult schools at the first opportunity, and the vacancies would be filled often for several years by a succession of young beginners. Now the most efficient teachers are placed in the most exacting schools, while recent graduates from the Normal Schools are given an opportunity to adjust themselves in the less difficult schools. Especially capable teachers and those with special talents for music, dramatics, art, handicrafts, sport or gymnastics are placed where the peculiar local needs seem most to demand their services. Preferences of both teachers and districts vary widely, and it is generally possible, in a system containing upwards of fifty teachers, to find just the right person for a given job. This teacher transfer system, made possible by the divisional set-up, has tended to reduce the number of terminations of contract, especially in cases where teachers are not in robust health, or suffer from maladjustment rather than from lack of ability and good will.

(3) *The opportunity for increased supervision.*

At the beginning of each school year teachers can be given specific directions and information about the courses to be taught, cycles to be observed, and the broad lines of classroom policy within the Division. In an endeavour to approach a uniform system of grading in the schools of a Division tests may be prepared in various subjects and returned to the office where rough divisional norms can be established. These norms are then available for use in grading pupils more uniformly; they also afford the teacher a means of comparison with the results achieved by other divisional schools. Monthly outlines may be submitted by the teacher to the Superintendent at the end of each month, showing what work has been covered. These are valuable to the teacher because they constitute a retrospective self-examination of his past month's work and an indication of the trend and outcome of the course under way; they are valuable to the Superintendent in preparing for his next supervisory visit to a given school; and in the case of a change of teachers they are of material assistance in checking the accomplishments and progress of any given group of students.

In at least one School Division, a visiting teacher has been employed whose duty it is, under the direction of the Superintendent, to spend a week with each of the beginning teachers and some others in need of guidance and advice. Her function is to help, not to report.

In some Divisions which have operated for a year or more, the Superintendents have been able to make a supervisory visit to every classroom in the Division twice during the year; in addition, many short calls were made to discuss particular problems as soon as they arose.

How the Divisions Are Solving Their Problems

(1) High School Instruction.

In nearly all the Divisions it is now possible for every child who so desires it to complete his Grade XII, irrespective of where he lives in the Division. There is an increasing tendency to remove the high school grades from the local rural school and concentrate instruction in larger schools and centres where equipment, accommodation and teachers' qualifications are at a higher level.

Depending on conditions within the Division, the problem of high school instruction is being solved in a variety of ways. Some Divisions have established rural high schools, using existing buildings or erecting buildings in new centres. This is not entirely satisfactory, since one teacher is unable to give the highly specialized instruction now called for in the high school course of studies. In some Divisions, already functioning high schools of two or three rooms have been taken into the Division and are enlarged and used as high school centres. Where these are not immediately accessible to all prospective students, dormitories have been established, as in Armada, Barrhead, Bassano, Big Valley, Craigmyle, Duchess, Hanna, Taber. The cost for food is as low as \$5.26 per month, and in no case does board and lodging exceed \$12.00. Some Divisions operate vans for transporting pupils to school; these are mainly in the southern part of the Province where the winter is more open. Probably the most satisfactory method of providing high school instruction is to send students to well-equipped high schools in selected towns and cities. Nearly all the Divisions pay to such centres the statutory fee of \$30 for Grades X and XI, and also the \$40 fee for Grade XII; one Divisions pays fees up to \$50. When all other means fail, it is always possible for the student to take courses by correspondence. In Clover Bar Division the student pays for his own correspondence courses, but receives a 100% refund if he achieves at least a B standing. No fees are exacted, however, for clearly necessitous students. In Wheatland Division the student makes a deposit of 25%, which is returned to him if he completes the course. Fees for high school or correspondence courses, or both, are paid for up to \$40 in Wetaskiwin Division. In Acadia an additional room and teacher were provided by the Division in return for free tuition of Divisional high school students at Oyen.

(2) Instruction in special subjects.

Only the graded schools within the Division are, for the most part, providing such shop and commercial courses as are offered; few one-room schools are in a position to offer these special subjects. There has been a gratifying increase in the number of centres that make co-operative agreements for the teaching of Shop and Home Economics, Music, Art and Commercial subjects with travelling teachers devoting their full time to this special work.

Typewriting is becoming a popular option in all the Divisions. In building new schools full basements are now generally provided for, and a part of these is often fitted up for General Shop and Home Economics classes.

(3) *School libraries.*

For a number of years libraries in our rural schools had steadily deteriorated. Every Division is now making an effort to establish, by one means or another, a foundation library for every school. A common practice in the Division is to allocate a small sum ranging from \$500 to \$1,000 for basic libraries; when these are once established, it is relatively simple to pass appropriations in succeeding years for accessions to the original. A number of Divisions have experimented with circulating library schemes. In the Wainwright and Provost Divisions a zone of four or five schools exchanges books within the group, while at the same time each school has a library of basic references which do not circulate. In the Two Hills Division each school is furnished with a box of forty to fifty books. These boxes are transferred from school to school at stated periods, the teachers assuming responsibility for the transportation. It is estimated that during the year each school will have had access to between 280 and 350 books. The schools in Two Hills are for circulating library purposes, divided into ten zones of seven schools each; there is also a special zone for high schools. Many of the Divisions maintain a library of teachers' references at the Divisional office. Holden Division has a circulating teachers' library as well as a students' library.

(4) *Supplies and equipment.*

By large-scale buying and the application of good business methods, discounts ranging from 5% to 35% under catalogue prices are effected on purchases of school supplies, hardware, books and building materials. Practically all Divisions furnish pupils' supplies at cost, and a number furnish routine equipment free; this latter includes from twenty-five to fifty items used daily in the classroom, such as foolscap, construction paper, drawing paper, newsprint, colored chalks, ink, pen nibs, and plastic clay. Texts and reference books are purchased by pupils, as a rule, through the Divisional office, thereby effecting a saving of 15%. One Division furnishes all texts used in Grades I to IX inclusive, without cost to the pupils.

It is customary for the teachers to submit to the Divisional office in June the requisitions for the year; these are checked by the Superintendent and Divisional Board. Orders when filled by the supply houses are usually shipped direct to the schools. During the year the Divisional trustee or teacher when calling at the Divisional office may receive incidental supplies for delivery to the schools, or on occasion a light-delivery van is used for distributing supplies. Small orders are often filled locally. In one typical Division, where all supplies used by the pupils are furnished free of charge, the total cost of both pupil and teacher supplies for a full year is almost exactly one quarter of one mill on the assessed valuation.

(5) *Maintenance of school property.*

All Divisions report extensive programmes for general repair of school property during the past year. Some districts had accumulated considerable sums for the purpose of rebuilding or repairing their schools. On application of the boards of these districts, the Divisional Boards readily agree to an approved programme of reconditioning. Improvements carried out during the year include: wells, new and reconditioned; schools painted or calcimined inside, painted outside, stuccoed or remodelled; teacherages stuccoed or repainted; new barns built or remodelled or painted; new coal sheds and outhouses. One Division is instituting a School Improvement Competition, setting aside \$25 to be used for prizes in each subdivision to the schools which show the best care and improvement of buildings, the best health service, the best sanitary arrangements, and the best condition of grounds. Budget allowances for maintenance in the Divisions vary from about \$25 to \$60 per room, the boards reserving the right to spend the money where it is most needed. Some Divisions employ a full-time building and repair man. One Division has a five-year programme whereby one-fifth of all the schools will receive thorough renovation each year. At the end of five years, in this particular Division, the buildings, which for the most part have fallen into a sad state of disrepair during the depression period, will be brought back to a reasonable standard.

(6) *Health service.*

Methods of health supervision vary according to the special needs and location of the Divisions. In Lac Ste. Anne the services of a municipal nurse in one area and a Provincial Government nurse in another are available for the school children without charge to the Division. At Lamont all schools were inspected by the nurses of the local health unit and several by the Medical Health Officer. Eyes, teeth, tonsils, weight, measurement, cleanliness were observed; cod-liver oil was distributed, and some children received prophylactic treatment for goitre. All schools were checked by the sanitary inspector; Provincial mental hygiene clinics were held every three months. All schools were immunized against Scarlet Fever, Diphtheria and Smallpox. A full-time nurse is employed by the Two Hills Division. Of 2,740 children examined, 2,183 were found to have some defect. Defective teeth were the most common, with diseased tonsils next, malnutrition third, and defective vision fourth; 363 of these children saw their physicians or specialists and had the defects corrected. At a cost of \$1.00 per child, St. Mary's River Division provides each child with a complete medical examination, including vaccination and inoculation against diphtheria. Many children have taken treatments to forestall physical disabilities.

(7) *Other special problems.*

Blanket rates on fire insurance effect savings of from thirty to forty per cent. Liability insurance has been purchased in a number of Divisions to cover accidents to children on school property. Contracts for fuel are not usually let by tender; more uniform wages and standards of service are effected in caretaking. One

Division has launched a text-book rental scheme for the benefit of students unable to buy texts; sets of texts are rented to pupils for one dollar; the scheme is self-liquidating over a period of five years.

Problems Difficult of Solution

In education, as in all other public services, the most serious problem to be faced is always that of providing the necessary funds. While it has been proved conclusively that Divisions can provide, at a reduced cost, the same services as were offered by the local districts, the boards agree that these services are not enough to meet the needs of rural children. All reports stress the difficulty of providing additional facilities without ultimately increasing school rates. Under the system of local boards proper provision had never been made for high school instruction for rural children. Moreover, for a numbers of years before the formation of the Divisions the erection and replacement of schools and the purchase of equipment had lagged far behind requirements, and an aggressive policy of construction and repair was long overdue. Divisions, too, assumed the debenture indebtedness, much of which was overdue, of the local districts, as well as arrears of teachers' salaries and all other liabilities. At the same time it should be noted that Divisional Boards took over during a period when they were forced to finance their building programmes almost altogether from current revenue and when the costs of education were naturally rising from the effect of the recovery which began to make itself felt about 1936. When one considers all these factors, it is remarkable that the Divisional Boards have been able to make their resources go so far. Although there appears to be a general impression that the establishment of school divisions has led to an increase in the cost of education in rural districts, actual statistics show that the average cost per pupil for each day of attendance in divisions was reduced from 29.3 cents in 1937-38 to 28.3 cents in 1938-39. In ungraded schools not in divisions, on the other hand the average cost per pupil for each day of attendance rose from 30.4 cents in 1937-38 to 31.8 cents in 1938-39.

Another problem that has been successfully solved in some divisions, but which is still causing difficulties in others, is that of providing the necessary educational opportunity for the children of isolated families which may be four miles or more from the nearest operating school. Methods now used to overcome the difficulty include free transportation, cash allowance in lieu of transportation, erection of dormitories, cash allowance in lieu of board, payment of fees, correspondence courses. In spite of the best intentions and efforts of the Divisional Boards, however, there still remain pupils who are so unfortunately situated that the only feasible method of providing them with instruction is through the purchase of the Department's correspondence courses.

G.—Inspection and Supervision

I.—Statistics.

(a) The following table summarized the inspections or supervisory visits on which reports have been submitted to the Department:

Number of inspections or supervisory visits in the Divisions	3,544
Number of inspections in schools in the inspectorate, but not in the Divisions	869
Number of inspections outside of the local inspectorates	178
Total	<u>4,591</u>

A five-point grading scale which had been in use for a number of years was abandoned in September, 1939. Inspectors report that they are now able to devote more time to the essential needs of the teacher and his class. Teachers are now much more inclined to bring their problems to the Superintendent, to ask for guidance in remedial work for weak classes, and to teach sample lessons for the Superintendent, when in doubt as to method.

(b) The following table indicates the extent to which instruction in Grades IX, X and XI has been authorized in the one-room schools of the Province for the December term.

Number of one-room schools in Alberta offering instruction in Grades IX, X and XI:

	Year 1939	Year 1938	Year 1937
Grade IX	1,246	1,118	1,265
Grade X	141	252	324
Grade XI	15	44	89
Total	<u>1,402</u>	<u>1,414</u>	<u>1,676</u>

The total number of one-room schools offering instruction in Grades IX, X and XI (certain schools have more than one advanced grade) is 1,269.

II.—Quality of Instruction in the Elementary Grades

The elementary grades comprise Division I, Grades I, II, II; Division II, Grades IV, V, VI. The following brief statements summarize the findings of the inspectors on the character of the instruction in our schools:

(1) *The extent to which the teachers are realizing the objectives of the course of study.*

Many of the more mature teachers are beginning to appreciate and correctly interpret the present course of studies; they are enthusiastic and well pleased with the results. As the full realization of the new objectives necessitates definite qualities of personality in the teacher, as well as sound academic standing and professional training, we may not expect more than a measure of success in this direction for some time to come.

(2) *The extent to which the teachers formalize the enterprise technique.*

In our schools teachers fall into three classes: (a) a fairly large group consisting of beginners and those out of Normal School within the past three years, and those who have been taking refresher courses—a group that puts the activity technique into effect wholeheartedly and generally with considerable success; (b) a slightly larger group which uses the technique in a modified form, but which still teaches the skills without correlation with the activities; and (c) a relatively small group still teaching by the old method. These latter are continually urged to take Summer School courses.

(3) *Pupils' reactions to the enterprise technique.*

The whole-hearted use of an activity technique brings better pupil reactions and outcomes. It gives pupils an opportunity to follow up the things that appeal to them, and thus our discussions in and out of class lead to much reading and research that could never arise under a non-activity system. The great majority of children enthusiastically accept the responsibility that the enterprise technique places upon them, and they enjoy doing things for themselves.

(4) *Instruction in the new course by subjects.*

(a) **READING AND LITERATURE.**—The successful teaching of primary reading continues to be a major problem in most classrooms, especially for inexperienced teachers. In Division II, too much emphasis is placed on oral reading. This appears to be the natural result of a tendency on the part of many teachers to "hear" rather than to teach reading. Literature is generally well handled.

(b) **LANGUAGE**, including Writing and Spelling.—There is a general improvement in both oral and written language, though the improvement is less marked in the latter. Under the new programme pupils should, theoretically, spell better, but there is no definite evidence of this as yet. Print-writing in Grades I and II requires more careful supervision.

(c) **NUMBER WORK.**—The majority of teachers in the primary grades are now stressing number sense and objective work, though there are still many who like the formal drill. The new arithmetics are properly progressive in the difficulties presented, and allow for fundamental repetitions which were lacking in former texts.

(d) **SOCIAL STUDIES.**—This appears to be the subject around which an Enterprise can most easily be developed, and many teachers who are incapable of using a fully integrated programme can do some limited enterprise work with a social studies topic.

(e) **ELEMENTARY SCIENCE.**—While some teachers carry on enterprises in elementary science from the observations and experiments of the pupils, too often it is largely a text-book subject. In Division II, however, pupils are developing some ability in finding and arranging information from numbers of reference books.

(f) **HEALTH AND PHYSICAL EDUCATION.**—More health instruction of a practical nature is needed in the direction of personal cleanliness, school tidiness, heating and humidification, proper sanitation in outbuildings. Physical training should be directed more to folk dancing, better posture and grace of movement, and organized play.

(g) **ART AND MUSIC.**—Drawing and child art are suitable forms of expression for the younger pupils in Division I and are an important factor in the enterprise work in Division II. Pupils' accomplishments are remarkably good, and the subject is proving its worth for the attainment of purposes related to the inner self or personality of the learner. Music and rhythm are now commonly recognized as fundamental needs of child-life, but instruction in the mechanics of music is still far short of the requirements in the programme.

(5) *Suggestions for revision of the Elementary Programme.*

(a) A series of objective tests should be provided for testing achievement in oral and silent reading, and other subjects. These tests, standardized for Alberta schools, might be actually written into the programme of studies to serve as a guide to teachers who are still concerned about subject matter as well as social values.

(b) Not one series but half a dozen series of readers, with closely related vocabularies, should be provided for at least the first three grades.

(c) In number work more emphasis should be placed on mental exercises.

(d) The courses in social studies and elementary science should be arranged for the convenience of the very numerous one-room schools, so that they can be carried on in cycles.

(e) More stress could profitably be devoted to increase and enrichment of pupils' vocabularies.

III.—*Quality of Instruction in the Intermediate Grades*

(1) *Qualification of teachers.*

There are still a few teachers who lack proper qualifications for the offering of instruction in Grade IX options; it is necessary in Divisions to move these about and fill their places with others who have taken the necessary courses. Many teachers with second class certificates continue to offer instruction in Grade IX, but the Department requires them to make progress from year to year 'owards obtaining Grade XII standing and the regular professional certificates necessary for teaching the work of the advanced grade.

(2) *Correspondence courses in Grade IX.*

The original antipathy to correspondence courses has measurably subsided. When pupils occupy seats in school the correspondence courses are studies under the eye of the teacher, and results are generally more satisfactory than when the courses are taken only at home.

(3) *The Grade IX examination.*

The recommendation subjects are receiving their fair share of the instruction time, as compared with the examination subjects. Of the latter subjects, however, Mathematics is reported to receive more than its full share of teaching time.

(4) *The quality of teaching.*

(a) **ENGLISH.**—Instruction and achievement in this subject show improvement largely, no doubt, as a result of the new type of examinations in English. Much free reading is done.

(b) **SOCIAL STUDIES.**—The technique of instruction is steadily improving; the open forum discussions, so popular in graded schools, are scarcely applicable in small rural schools, but reports and projects are extensively used, and the students find the subjects intensely interesting.

(c) **HEALTH AND PHYSICAL EDUCATION.**—Lack of reference books for teaching Health, and insufficient room for active exercises during the winter months handicap efforts in this subject. More

emphasis is required on practical application of the principles of healthful living and the importance of sanitary surroundings.

(d) **MATHEMATICS.** — Relatively few pupils in intermediate grades can handle the relationships between common fractions, decimal fractions and percentages; this probably accounts for the slowness of many pupils in problem solving. The social implications of insurance, taxation, mortgages are seldom discussed.

(e) **GENERAL SCIENCE.**—In this subject a good deal of time is wasted in sketching diagrams and writing out prepared notes. Some improvement over last year is noted in the science equipment of the one-room school, and a fair attempt is being made by teachers to perform some of the simple experiments.

(f) **MUSIC AND ART.**—Where the teacher has some knowledge and appreciation of these subjects, good work is being accomplished, but in many schools the results in Music and Art are disappointing.

(g) **OPTIONAL SUBJECTS.**—The preferred electives are those which require little or no outlay for equipment. A large number of schools, however, now teach typewriting; General Shop and Home Economics classes show a steady if unspectacular growth.

IV.—The New Courses in Grades X and XI

(1) Qualifications of teachers.

Teachers in the high school grades are gradually improving their qualifications; the second class certificate has practically disappeared, and large numbers of teachers now hold a University degree. Attendance at Summer School is today the rule rather than the exception.

(2) Limitation of credits in small schools.

Complaints that the opportunity for a high school education is taken away from the local school are becoming fewer since the Divisional Boards have met the needs in other ways. One practical effect of the limitation of credits is the wholesale migration of students to the larger centres where a full programme may be taken, with graduation possible in three years.

(3) Correspondence courses.

There is evidence that the correspondence course is more valuable than instruction by an inexperienced teacher in a one-room school, facing many classes and many problems. Pupils show a tendency to attempt too many credits by this means.

(4) The recommendation system.

In the one-room schools it appears that standards of promotions are not sufficiently high. Every effort is being made to improve teaching facilities by the provision of reference books and science equipment. The resourcefulness and independence developed in students through the use of this class-room equipment compensate fully for any expenditures which boards have to make in supplying it.

(5) *How the new course meets the needs of pupils in small schools.*

(a) *Those preparing for Normal School.*—Students preparing for normal school find it difficult to qualify in Music and Health. In many schools the Normal Entrance course dominates the set-up. It is doubtless a fact that the majority of high school students in small schools are highly selected students, that is to say, they are exceptionally bright or ambitious and consequently eager to work for academic results.

(b) *Those preparing for Matriculation.*—Some students desiring Matriculation experience difficulty in obtaining courses in certain subjects, such as Latin, which are required for some faculties. Equipment in science is also inadequate for their needs, in many cases.

(c) *Those seeking a general education.* — The demand for Normal Entrance and Matriculation standing is so insistent that little, if any, choice of general electives can be managed. More schools should offer General Mathematics and General Science for the general-course student.

D.—Inspection of High Schools

The three high school inspectors, H. E. Balfour, M.A., of Edmonton, A. B. Currie, M.A., Ph.D., of Red Deer, and D. M. Sullivan, M.A., of Calgary, have prepared a consolidated report covering their work and findings for the year 1939. This report is here included in the form in which it has been submitted:

The extent and variety of the duties devolving upon us have continued to expand, requiring a great deal of time which could formerly be devoted to visiting the schools in operation. The introduction of the revised course has necessitated many meetings of committees and boards, the study of many preferred texts and reference books, correspondence with principals regarding organization, and visits to schools to assist in planning and re-organization. A system has been developed whereby the list of subjects, qualifications of teachers, and time-table of each school is submitted to us for approval at the beginning of the school year, making us familiar with the problems of each, and providing the opportunity to make the necessary changes.

During the year 1939 we made a total of 585 individual inspections. The number of schools under our jurisdiction has continued to increase. Divisional Boards have opened a considerable number of new high schools; their guarantee of fees for tuition, provision of dormitories, or of transportation of pupils to larger centres have increased enrolments in village and town schools, requiring additional rooms; and more of the private schools have taken such steps as are outlined later in this report and require our supervision in the same way as the publicly-supported schools.

The number of classrooms, for whose inspection and regulation we are now responsible, and the corresponding numbers for 1938 are as follows:

	1939	1938
(a) Edmonton, Calgary, Lethbridge and Medicine Hat	269 rooms	262 rooms
(b) Other centres, schools of		
One room	159	169
Two rooms	158	122
Three rooms	54	39
Four or more rooms	137	146
(c) In Private secondary schools	68	40
Totals	845 rooms	777 rooms

The tenth and higher grades are also taught in many class-rooms which are the senior rooms of schools entirely under the jurisdiction of the Public School Inspectors. During 1939 there were 519 of such schools, as compared with 608 the previous year.

The three of us were engaged continuously throughout the summer by the Examinations Branch. The number of examination papers showed a decrease, but recommendations for credits in subjects of Grades X and XI required the minute scrutiny of hundreds of confidential reports and very heavy correspondence with principals and students. This year, certain steps are being taken in advance which, it is hoped, will ensure a smoother operation of this phase of the work.

In September we discontinued assigning "gradings" to teachers. In our reports we now attempt to indicate quite definitely whether the teacher is doing satisfactory work or not; if the latter, our visit tends to become a diagnostic survey to find the basis of the teacher's difficulty. There is an increasing emphasis on supervision in the sense of helping the teacher to interpret the course of studies, indicating newer and approved teaching devices and procedures; there is decreasing emphasis on inspection in the sense of looking for things that the teacher is failing to do. Teachers as a class are faithful, conscientious and sincere; recognizing this, it is our endeavour to stimulate and encourage the weaker members of the profession, and to discuss, compare and evaluate teaching and organizing methods with the better class of teachers.

It is evident that pupils and parents are realizing more and more the full educational benefits of the revised course. Boys and girls in ever-increasing numbers are seeking high school training. Although this is due, in part, to the fact that difficult economic conditions tend to lengthen the period of schooling, it is also due in large measure to the greater intrinsic value of the course. It is also very gratifying when one realizes that the increase in enrolment is accounted for by improved facilities for the rural children to secure secondary education. Wherever new centres are opened, or where other arrangements are made for these children, the interest and diligence which are evident attest the pupils' appreciation of their increased opportunities.

Accommodation.

School buildings for high school purposes, outside the cities and larger towns, may be classified as follows:

- (a) Buildings such as houses, stores, churches, halls, re-modelled for temporary use.—We feel that some of these have become accepted as permanent instead of temporary, and where they are manifestly unsuitable as to lighting, heating, recreation ground, furniture and equipment, we are now beginning to recommend that grants be discontinued unless more suitable accommodation is provided.
- (b) Schools originally built as elementary schools, and up to the standard set for these.—They provide only one classroom and lack science room, library, typing room, and any accommodation for indoor physical education.
- (c) Large school buildings in the villages and towns, erected twenty-five or thirty years ago, when the main provision was

for the elementary grades.—One, two or more rooms may have been set aside for high school purposes, but it was for a purely academic type of high school. In recent years science rooms may have been set up by the changing of partitions, and rooms for General Shop and Home Economics improvised in basements or elsewhere. Depreciation, and the objectives of the revised curriculum point to the serious need of new buildings in these cases.

- (d) Recently constructed schools, built within the past year or two, with the needs of the modern curriculum in mind.—Several of these have appeared in villages, consolidated districts and divisions, and set a standard in economy and utility which many larger centres might envy.

Equipment.

During the year, quarters have been provided and equipment and instructors secured for General Shop and Home Economics in several centres.

The following groups of schools shares the services of instructors in these subjects, taking advantage of the special provisions of The School Grants Act:

Stirling-Wrentham-Warner-New Dayton,
High River-Nanton-Parkland,
Carbon-Trochu-Elnora-Loyalty,
Red Deer-Innisfail,
Lacombe-Stettler,
Bashaw-Mirror-Erskine,
Tofield-Ryley-Bruce-Holden-Viking,
Mundare-Vegreville-St. Martin's Separate.

The following schools have this year established similar centres independently: Arrowwood, Bow Island, Canmore, Cayley, Claresholm, Forestburg, Fort Saskatchewan, Kathyryn, Macleod, Mossleight, Wainwright, Willingdon.

The following should be mentioned in this connection, as they had established Shop and Home Economics facilities previously: Banff, Bellevue, Big Valley, Blairmore, Brant, Camrose, Cardston, Carseland, Coaldale, Coutts, Didsbury, Donalda, Drumheller, Edson, Hanna, Jasper, Nordegg, Olds, Magrath, Ponoka, Raymond, Turner Valley, Waskatenau, and Wetaskiwin.

Most schools are now provided with piano, gramophone and records for the courses in Music. More generous provision has been made for reference books in Social Studies. Science laboratories continue to show improvement.

There are few gymnasias and little equipment for Physical Education. In too many schools the Physical Training is taught outside during good weather, but when the weather is unfavourable no instruction is given. This is a serious deficiency, because of the great benefit which adolescents derive from a well-supervised and properly-conducted class.

Only a few of the larger schools have an auditorium, and in fewer still is there any properly equipped stage. The importance of the auditorium, not only for Dramatics and Music productions,

but also for school assemblies, can scarcely be over-estimated. With the trend toward combining many small one-room organizations into a school in a larger centre, it is to be hoped that these additional improvements will be made.

General Elective Subjects.

The number of high schools, outside the cities offering instruction in courses of this group are as follows:

Bookkeeping 1A	112	Home Economics 2	16
Stenography 1A	22	General Shop 1	62
Typewriting 1A	100	General Shop 2	13
Art 1	140	General Mathematics 1	140
Art 2	4	General Mathematics 2	15
Music 1	117	General Science 1	24
Music 2	13	General Science 2	2
Biology 1	161	Commercial Law 1	78
Mechanical Drawing	7	Physical Education 2	5
Needlework	13	Sociology and Psychology	82
Geology	101	Economics 1	47
Dramatics 1	76	Creative Writing	10
Dramatics 2	11	Vocations and Guidance	111
Home Economics 1	4		

Eight of these schools also offer the complete set of Commercial Electives. It will be noted that the second course in Art, Music, Dramatics, Home Economics, Shop, General Mathematics, General Science, and Physical Education are offered in very few schools. It is also safe to assume that over a two-year period, Bookkeeping 1A, Typing 1A, Art 1, Music 1, Biology, Geology 1, and a few others will be offered in practically all the schools which may not be offering them during the year 1939-40. The smaller schools usually alternate such pairs as Bookkeeping 1A and Typewriting 1A, Art 1 and Music 1, Biology and Geology, and students proceeding through Grades X and XI get the opportunity to take all of them.

The Regulations limiting the number of courses which may be offered in any one year in the small schools is bringing beneficial results in the form of improved instruction and a higher standard of attainment on the part of pupils. These Regulations are based on the amount of instruction-time which is available in the school. They are worked out on a mathematical basis so as not to work a hardship on anyone. All schools, where fewer than two teachers offer instruction in the work of Grades IX to XII, are required to organize their work on a four-year schedule. Following is an example of one of these schedules which organizes the work of the three high school grades:

FOUR-YEAR SCHEDULE OF ONE-TEACHER HIGH SCHOOL, GRADES X, XI & XII

1939-40	1940-41	1941-42	1942-43
Social Studies 1	English 1	Social Studies 1	English 1
English 2	Social Studies 2	Health and P.E. 1	Social Studies 2
Social Studies 3	English 3	English 2	English 3
French 2	French 1	Social Studies 3	French 1
Algebra 1	French 3	French 2	French 3
Physics 1	Geometry 1	Algebra 1	Geometry 1
Biology 2	Chemistry 1	Physics 1	Chemistry 1
Algebra 2	Chemistry 3	Physics 2	Chemistry 2
General Science 1	Geom. and Trig.	Algebra 2	Geom. and Trig.
General Math. 2	General Math. 1	General Science 1	General Math. 1
Soc. and Psych.	General Science 2	General Math. 2	General Science 2
Bookkeeping 1A	Art 1	Soc. and Psych.	Art 1
Geology 1	Dramatics 1	Bookkeeping 1A	Dramatics 1
Music 1	Commercial Law	Geology 1	Commercial Law
Voc. and Guid.	Biology 1	Music 1	Biology 1
Economics 1	Total—69 credits	Creative Writing	Total—69 credits
Total—69 credits		Total—70 credits	

Such a scheme permits all students to earn either a High School Diploma, admission to University, to Normal School, or to a School of Nursing, in four years.

Private Schools.

During the years when the educational progress of a student was measured solely by external examinations, a number of residential schools were operated by different religious denominations. The teachers of those schools were usually graduates of denominational or other universities or colleges, without professional training in teaching. The students generally took such courses as would prepare them for admission to some higher denominational school outside the Province, although many were successful in passing Departmental Examinations. It is estimated, however, that a majority of these students either dropped out of the private schools without completing, or on completion, decided against proceeding to the higher denominational colleges, and often found themselves at a very serious disadvantage in attempting to complete their high school education.

These schools fill a very important place in that they are residential and that they provide, often at low cost, a type of environment and supervision which are desired by many parents, particularly by those who live at a distance from a good high school.

The authorities of these schools have shown themselves ready to adopt the Alberta High School courses and to have their teachers take a reasonable amount of professional training so that they can secure the right to recommend students for credit. An arrangement has been made by which these teachers receive credit for professional training received elsewhere, and attend summer schools of the Department and of the University for certain prescribed courses. Within a short time it is probable that all the teachers concerned will have secured professional training at least comparable to that of the teachers in the public high schools.

The qualifications of teachers of private schools are as follows:

University degree and valid Alberta Certificate	35
Alberta Certificate without degree	15
Degree, but little or no professional training	26
Neither degree nor professional training (8 of these are ordained clergy)	14

We are inspecting these schools regularly, and wish to acknowledge the readiness of the principals to make changes in staff or organization, to furnish equipment, and to accept other suggestions in an effort to place their schools on the same footing as the high schools. On only two or three instances has any difficulty appeared; two very small ones, for financial or other reasons unable to meet the requirements, have discontinued all work at the secondary school level, while two continue to give special religious training without reference to possible high school credits.

Qualification of Teachers.

The increase of sixty-eight rooms in a single year caused a definite shortage of teachers of the desirable qualifications and experience, although a considerable number of the rooms included in this "increase" merely changed their category from senior rooms under the Public School Inspectors to High School rooms without change of teacher.

Qualifications of teachers are as follows:

NON-URBAN:

1. Bachelor's or higher degree:	
(a) With High School Certificate	95
(b) With Academic or First Class	191
2. First Class Certificate, without degree	218
3. Vocational or other certificate not included in above classifications	2

EDMONTON, CALGARY, MEDICINE HAT AND LETHBRIDGE:

1. Bachelor's or higher degree:	
(a) With High School Certificate	4
(b) With Academic or First Class	211
2. First Class Certificate without degree	33
3. Vocational certificate not included above	21

This tabulation fails, however, to show the number of teachers within each group who have made substantial progress toward higher degrees or to reveal the fact that almost the entire teaching profession has attended summer schools during the past few years to secure qualifications for teaching such subjects as Music, Typewriting, Book-keeping, Shop, Home Economics, Dramatics, Art, Physical Education, or to take such courses as would improve ability to teach other subjects of the curriculum. Except among the specialist teachers of the largest schools, it is difficult to find a high school teacher who has not attended for two summers of the past three. Incidentally, a large number of teachers declined appointment to read examination papers this year because of decisions to take additional summer courses.

We feel that means should be found to recognize the enormous sacrifices that the high school teachers of the Province have made, by upward revisions of salary schedules. It is doubtful whether any other province can show a comparable effort on the part of teachers in service. It is also possible to claim that the "in-service training" of teachers has become, in effect, a part of the educational policy of Alberta.

Quality of Instruction.

Teachers of English are becoming used to the new courses in literature with emphasis on extensive rather than intensive treatment of drama, poetry and essay. In all but a small minority of schools the entire class studies the same play, although there is no reason why all four Shakespearean plays in Grade XII and all four of the modern plays should not be represented in students' choice. There is evidence of increasing independence and maturity of judgment on the part of Grade XII students in Literature. It is too early to make any valid decision as to effect of the language courses with their emphasis on functional rather than formal grammar. Many teachers in subjects other than English devote too little time and attention to checking and improving the day-to-day efforts of their classes as expressed in written exercises and oral reports. Creative Writing is chosen as an option only in those schools where the teacher is a specialist in English. It is too early to report on the value and effectiveness of this subject.

Because of the sweep of subject-matter and the range of problems which are treated, it is probable that the new courses in Social Studies are among the most interesting, even if the most difficult of the whole high school programme. The provision of more and better books has had a splendid effect on the teaching as has the new stress which is given to reading and the preparation

of reports. A gratifying number of teachers have grasped the spirit of the course, and have given it a very definite research flavour. Bulletin boards, maps, charts, index files, create an atmosphere quite different from that which used to pervade the history classroom. Pupils are learning to discuss the topics of the course and to deal with the ideas in a critical way. In a few instances, unfortunately, because the teacher has not had enough training in the subject and has no special interest in it, the improvement is less obvious.

In General Mathematics 1 it appears that the attempt to have teachers build their own courses to suit the needs of the individual students, by selecting from a collection of texts, has not been very successful to date. Teachers in the small schools have only a handful of pupils in this course, and have not the time, with their large assortment of subjects, to do the careful diagnostic work and planning required to meet the requirements set down in the course. In the larger schools, such as those in the cities, the size of classes has the same effect. The result is that most classes are found to be working traditional exercises in some text which is either pure Geometry, or Algebra or Arithmetic, but seldom receive such training as is intended by the revised course. The only solution of the difficulty appears to be the preparation of a complete text-book for the course.

In Algebra 1 the new text is being used to much better effect than last year. In Algebra 2 the general improvement is quite encouraging; but the shortage of teachers really trained to interpret this subject is serious. The teachers who have "moved up" from junior schools, holding first class certificates but no University courses, have difficulty in explaining, and in many cases in understanding, the material themselves.

Chemistry 1 and 2 have been enriched each year by the quite generous provision of facilities for experimental and demonstration work. The students in the smaller schools which have been equipped with science rooms, are often more fortunate than those in large city classes.

Of Physics 1 and 2 the same may be said as of Chemistry. The introduction of the new course in Physics 2 for 1939-40 has found all schools under-equipped for the study of electricity. Progress is being made towards meeting the deficiency, but it will probably take another year or two before schools are sufficiently well-equipped to make students' performance of a set of experiments a definite requirement.

The next texts in Biology 1 and 2 are giving general satisfaction. Most schools offering these courses are now equipped with microscopes and some other supplies. Almost every student attending high school now receives instruction in Biology 1 in his first or second year, and most students take the second unit in Grade XII. With courses and texts that stress scientific methods of thinking, and are closely related to life problems as these are, the high school course has been definitely strengthened.

Methods of handling Geology are improving slowly. In most schools the course is still one of text-book physiography only. In others, a brief study has been made of prepared hand-samples of

mineral ores. But the number of teachers who have taken students on field trips, who have had classes actually study formations and collect evidence in their vicinity is growing. Mention might be made of thorough and fascinating studies carried out by classes in the Red Deer Valley and Turner Valley and certain parts of the Rocky Mountains.

Except in the cities and larger towns there are few classes in the second unit of Latin, and almost none in Latin 3. This subject is chosen only by those who are proceeding to Matriculation. The new text in continuous prose has been favourably received.

There is a noticeable improvement in the teaching of French. This is a direct result of the introduction, two years ago, of a new text for Grades X and XI, with emphasis on conversation throughout the lesson. Some of the more skilful teachers now use French almost exclusively in making explanations, giving directions, asking questions; students are becoming attuned to spoken French as never before, and they show increasing facility in pronunciation and use of idiom in actual language situations. Some delay in French 3 was experienced in the early Fall of 1939 on account of the unavoidable scarcity of texts.

Commercial subjects are found in Group B and Group D of the High School Programme. The latter are general electives, and may be offered in any high school in the Province where the teacher holds the necessary qualifications and the Board provides the requisite equipment. These courses carry a credit value of three each, and in the teaching of them, emphasis is laid on the try-out value and the personal use of the skill rather than on a standard of vocational accomplishment. Group B Electives are offered in schools of the composite type where the enrolment, accommodation, equipment and staffing are adequate to meet the standards of the Department. The courses in Bookkeeping, Stenography, Typewriting and Office Practice, which form a three-year sequence, are definitely vocational in purpose and aim to train pupils during that time up to recognized standards of business proficiency.

The general result of bringing the Commercial Subjects into the High School Programme has been good. Instead of limiting himself, as formerly, to a restricted group of subjects with a vocational core, the commercially minded pupil now takes the regular classes in English, Social Studies and Health and Physical Education along with his Shorthand, Typewriting and Bookkeeping. At the same time, he is able to enrich his experience by cultivating interests in Music, Dramatics, Art, General Shop or Home Economics. Moreover, the increased flexibility has permitted the academic or the technical-minded child to learn Typewriting or Bookkeeping if his needs require it. Teachers generally approve of the change, although there are a few who maintain that it has been made at the expense of some phases of clerical skill.

Most teachers praise the benefits derived from the course in Sociology and Psychology. The subject-matter of these courses has, for generations, belonged at the University level, but the experiment of introducing an elementary course adapted to high school students has amply justified itself. At a time when social problems occupy as much public attention as they do today, a

sound course in the science of personality and of society is an immeasurable aid to critical and enlightened thinking.

The credit value of Vocations and Guidance has been raised to two. School libraries are getting more suitable reading material on various vocational pursuits which will be valuable to students. The classes in the subject are, for the most part, becoming more practical, taking the form of frank discussions about the opportunities and responsibilities presented by the various vocations today.

There has been a noticeable decline in the popularity of Dramatics in the smaller schools. Dramatics is a specialized field, the fruitful study of which, at the high school level, requires the services of teachers who have some interest in and aptitude for dramatic art. Only those teachers who are able to bring these accomplishments to the teaching are offering the course. Consequently, the quality of the training being given is, taking it generally, much better. With many teachers the lecture is given too much time, at the expense of well-planned activity.

Music 1 and 2: Although Music has been made a compulsory subject in Grades VII and VIII, the effect has not yet appeared very noticeable in the preparation of students entering Grades X and XI. Consequently, each class contains a number, usually a majority, of students who have never before taken very worthwhile training. In this situation it is impossible for teachers to bring their students in the high school courses to the level expected of these grades. But the provision of pianos, gramophones of good tone and recordings of prescribed selections, and recent training of teachers by means of summer school courses, are affecting a very welcome change. Thanks to the impetus and inspiration given by the Summer School, teachers are beginning to curtail the amount of theory to that which is needed for the selection being learned, the immediate start on part-singing is bringing the boys' voices into action, and the tedious tuning-fork-sol-fa study of each selection is giving way to direct reading and singing with piano accompaniment. The organization of school bands and orchestras continues to proceed, though slowly.

Art: Although the course has been revised in the direction of greater emphasis upon the study of the application of art principles in everyday life, teachers are generally adhering to the traditional methods, with the sequence: memorization of theory and principle, practice in drawing and painting and preparation of "plates". However, an encouraging number are now having pupils collect examples of attractive materials, make an inductive study of these to discover the principles; then collect, criticize, suggest improvements, and finally attempt some original work. As a subject related to life it should surely have its application in the selection of things to be purchased, dress, home decoration, more than in the drawing of landscapes or still-life, but the treasured book of plates prepared at Normal School still tends to form the text-book for every course in Art.

Physical Education: We are pleased to report a further increase in the number of schools where boys and girls are taught by teachers of their own sex, where halls for indoor physical education have been provided, often by rental for certain periods per week,

and where teachers have secured the stimulating training given by the Dominion-Provincial Youth-Training Scheme. In a majority of the small schools the aims of the course in Physical Education 1 are still far short of being realized; in some instances we have refused to approve the granting of credits this year, requiring suitable arrangements to be made for offering the course next year.

Needlework and mechanical drawing are taught in a few schools which have not yet been equipped to teach General Shop and Home Economics. Where they are being offered, the interest manifested by the pupils and the quality of the work which they do testifies to the value of these classes.

Commercial Law is growing in popularity as a general elective. The interest and inherent attractiveness of the subject-matter is often obscured by the legal technicalities which are allowed to obtrude themselves in the lesson period. Some criticism is made of the text-book on the ground that it is too difficult. In general, too scant attention is, as a rule, given to the broad basis of law which underlies contemporary social life and the need for a strict code of business ethics and moral obligation in all business dealings. It is to be hoped that, as teachers become more familiar with the subject-matter of the course itself that they will be able to make their instruction much more practical than they are at present doing. The new course in economics at the Grade XII level is rather formidable, particularly if an attempt is made to cover the subject-matter in the traditional way. Most high school teachers have had very little experience with the project method, nor are they very resourceful in devising procedures suitable for group investigations of economic problems. Teachers agree, however, that the course is comprehensive, and that it is studied at a time when the child has sufficient maturity to benefit by it.

Guidance.

With a larger and less-selected enrolment, the need for a well-organized guidance programme in the high school is coming to be recognized. Especially in the small schools, sympathetic teachers have always been ready to give assistance to boys and girls with their personal educational and vocational problems, but only recently has there been any systematic attempt made to organize this service within the school itself. Several schools now have introduced a testing programme, acumulative card-index system and a rudimentary counselling service. These beginnings indicate a greater realization on the part of teachers of their responsibilities.

E.—School Fairs, Fall Conventions, Teachers' Institutes, Musical Festivals, Sports Days

Statistical.

The following table shows the number of School Fairs, Musical Festivals, Teachers' Conventions and Institutes, and Sports Days reported by the inspectors throughout the Province, including the cities:

School Fairs	85
Musical Festivals	48
Teachers' Conventions and Institutes	44
Sports Days	53

A gala day was the occasion of the visit of the King and Queen to the Province in the month of May and again in June. Every facility was placed at the disposal of the schools to enable the children to travel to those centres through which the Royal couple passed. The weather was ideal and many thousands of children will carry through life vivid memories of the historic event.

All inspectors pay tribute to the practical and instructive assistance received at the School Fairs in connection with the agricultural classes. Adjudications at the Musical Festivals are constructive, interest is at a high level, and the yearly improvement in the calibre of the work is most encouraging.

F.—Additional Features Deserving Mention

During the past year radio service to schools has made rapid progress; in some areas one-quarter of all the schools have a radio available for receiving educational broadcasts. These broadcasts are especially designed and timed for school purposes, and include programmes on health, drama, music, social studies and primary work. Pianos and gramophones with suitable records for teaching music appreciation are finding their way into the schools in increasing numbers. Centres for Shop and Home Economics classes are increasing rapidly in number and effectiveness.

G.—Suggestions and Recommendations

The following recommendations appear in inspectors' reports for the year 1939:

Financial:

That a Province-wide salary schedule for teachers be established.

That grants be paid for the establishment of dormitories.

That the cost of correspondence courses be reduced, through subsidies or other means.

That an equalization grant be established as between Divisions, similar to the 26a grant.

That a fund be set up from arrears of taxes, or some other source, which could be drawn upon at low interest rates, for the erection of new schools and for other capital expenditures.

That Section 4 of The Grants Act be amended to provide for a grant towards employing a Helping or Visiting Teacher, whose duty would be to go from school to school assisting teachers.

The School Division:

That trust funds of local districts be turned over to the Divisional Boards for administration and disbursement.

That the regulations regarding per diem payable allowances for divisional trustees should be made more specific.

That a special set of term and other returns be constructed for the use of divisional officers and teachers in divisions.

That delegates' meetings be discontinued, and nominations made directly by local boards.

That electors nominate and vote on candidates for the office of divisional trustee on the day of the sub-divisional annual meeting.

That the audit fee be increased.

That Section 262 of The School Act be amended to require the fourth payment to be made by December 15th rather than January 1st.

That Section 267 of The School Act be amended so as to give a more detailed summary of the obligations, duties and powers of the superintendent.

That The School Act be amended to make the school divisions responsible for Grade XII tuition fees.

That Section 233 be amended so that delegates' meetings be held only in years when nominations are necessary.

That the annual meetings of electors and ratepayers be held between February 10th and April 10th.

That Section 242 of The School Act be amended so that a member of the divisional board may hold office for three years.

Additional Suggestions:

That The School Act be amended to compel children to finish the term during which they attain their fifteenth birthday.

That the Course of Studies be extended to include practical activities in Agriculture.

REPORT OF ATTENDANCE BRANCH

(D. C. McEACHERN, *Chief Attendance Officer*)

ATTENDANCE

During the year 1939 the Attendance Branch of the Department dealt with the enforcement of The School Attendance Act and the operation of schools throughout the Province.

The number of preliminary letters sent to parents during the year was 737, and the following table indicates the results of these preliminary letters:

Returned	605	Over Age	3
Not Returned	9	Poverty	4
Sick	7	Outstanding	96
Removed	13		

The number of "Warning Notices" issued during the year was 1,812, and the following table indicates the results of these "Warning Notices":

Returned	1,449	School closed	5
Not returned	101	Deceased	1
Sick	31	Live outside of S.D.	1
Removed	56	River not safe for crossing	3
Over age	22	Insufficient accommodation	2
Poverty	10	Being taught at home	2
Exempted (S.S. 2 of 6)	4	Expelled	1
Distance, roads and weather	3	Outstanding	121

There were 113 cases referred to school inspectors for investigation and prosecution. The following table indicates the findings of the inspectors:

Convicted and fined or suspended sentence	6	No action: Poverty	2
Cases dismissed	1	Removed	1
No action:		Work (not exempted, further attention to be given)	1
Returned	13	Outstanding	87
Exempted	2		

In the city and town schools The School Attendance Act was enforced by local attendance officers. The reports received from these officials indicate that during the year there were eighty-six "Warning Notices" issued by the attendance officers, resulting in three prosecutions and three convictions. The total number of work certificates granted in towns and cities during the year is shown by the reports to have been three.

The average monthly percentage of attendance for the year ended June 30, 1939, was 90.33, an increase over any previous year in the history of the Province. This increase can be accounted for by the use of transfer cards. The average monthly percentage of attendance in town schools during the year for the months of actual operation was 92.7, which is an increase of .57% over the preceding year. Returns from town, village and rural schools show that of the pupils enrolled, 77.13% attended more than 160 days, which is an increase of 6.15% over the previous year.

The number of pupils enrolled in all grades during the year ended June 30, 1939, was 163,241, while for the preceding year it was 166,664. In 1939 the percentages of enrolment are shown to have been 63.96 in the elementary grades, 23.69 in the intermediate grades, and 12.3 in the high school grades. In previous years the percentage of enrolment for Grades VII and VIII, now included with Grade IX in the intermediate grades, was included in the elementary grades, while the percentage of enrolment for Grade IX was included with the high school grades. If we were to include the attendance of Grade IX with that of Grades X, XI and XII for the year 1939, the percentage of attendance would be 19.06, an increase of .76 over the preceding year.

OPERATION

The number of school districts operating under local boards during the year 1939 is shown to have been 604, and under divisional boards 3,141. Under the former classification the records show that six school districts provided education for their children under Section 131 of The School Act. In ten school districts under this heading there were no school buildings to permit operation. In the case of six districts there were no children to provide for. Three of the six districts having no children to provide for have been placed under The Educational Tax Act. In the case of nine districts the schools were closed during the December term of 1939 for wants of teachers.

Of the 3,141 school districts within the 44 school divisions that were in operation throughout the entire year 1939, 2,701 districts operated. In two new districts school buildings had not been completed to provide for operation during the year 1939, and in one new district a teacher could not be obtained until the first of Janu-

ary, 1940. In 77 school districts there were no children to be provided for, hence no need of operation, while in the case of 360 school districts the children were furnished with education in other schools within the division or in the schools of adjoining districts by arrangements made by the divisional boards in accordance with Section 131 of The School Act.

The number of school districts erected during the year 1939 was 24. Fourteen of these were in divisions, and ten of them operated schools during the year. Of the remaining ten districts, two operated under local school boards before the end of the year.

The following table will indicate a comparison between conditions during the year ended June 30, 1938, and that which ended June 30, 1939. It reveals the fact that the average monthly percentage of attendance shows an increase of .83% from the preceding year, the average monthly percentage of attendance being 90.33, which is the highest on record.

	1938	1939
Total enrolment of pupils	166,664	163,241
Number of school districts operating	3,591	3,592
Number of rooms operating	6,034	6,082
Average monthly percentage of attendance	89.5	90.33
Percentage of total enrolment in High School Grades	18.28	19.06
Percentage of schools in operation which operated more than 160 days	99.3	99.3

REPORT OF DIRECTOR OF TECHNICAL EDUCATION

(W. G. CARPENTER)

The year 1939 has been a particularly busy one. With the visiting of School Boards from St. Paul to Coutts and from Banff to Medicine Hat, the drafting of plans and the culminating of organization, approving building accommodation and equipment and the recommending of instructors for General Shop and Home Economics, there has been task and responsibility enough for one man as a full-time occupation. There were in operation in Alberta, in the year 1939, 98 rooms devoted to Home Economics and 118 rooms accommodating General Shop. There are 16 classes working at Needlework. Of all these, 51 were started in September, 1939. The nature of this accommodation is various. In the majority of schools the basement furnishes the accommodation, many of which are not very well suited to their purpose, being dull, dark and unattractive. In several districts, however, new buildings have been erected, while in many others room is found in classrooms available at the time and in buildings such as churches, halls, garages, private houses rented for this purpose. The equipment is not lavish. Schools introducing these subjects have been advised to be conservative in their initial expenditure for tools and equipment, but to provide an annual sum in their estimates to secure an adequate equipment suitable to their needs as the work progresses during the passing years. In some places rather meagre equipment has been supplied, but it is interesting to note that in some districts where such a policy was pursued, good progress has been made, and abundance of tools and improved accommodation provided in due course because of the satisfaction accruing to School Boards

and school patrons. The policy of the Director has been that of advising against elaborate equipment for an ideal programme, but rather the working out of a scheme of accommodation and equipment sensitive to the needs of the district.

Co-operative organizations have been set up in the following districts, 28 in all: Stirling, Wrentham, New Dayton and Warner; High River, Parkland and Nanton; Innisfail and Red Deer; Bashaw, Mirror, Erskine, and Great Bend; Elnora, Loyalty, Trochu, Trochu Separate and Carbon; Tofield, Ryley, Holden, Bruce and Viking; Vegreville, St. Martin's Separate and Mundare; Coaldale and Ready Made Consolidated. These are working quite well, but it is early yet to give a valid judgment as to their success. For one teacher to teach in five schools per week and travel from ten to forty miles between schools daily is a large task. Two of the schools in one of the combination carry their Home Economics work each in a dormitory. These dormitories are rather primitive in their set-up and not very promising in outlook. The dormitory is going to cost more than the average board is willing or can afford to spend to make it attractive enough to serve as an inspiring home-making centre for instructional purposes as well as for an inexpensive accommodation for out-of-centre pupils. The experiment is worth encouraging, but of doubtful success.

The Director's branch provides drawings as suggested layouts for shops and home centres as well as blueprints for home-made equipment, which is encouraged. These have been largely called upon during the year. Checking of invoices and approval of expenditures for grant-earning purposes is also done by the Director's office.

The Summer School programmes provided in Calgary make provision for courses to qualify teachers to teach these subjects. In the 1939 session, 197 teachers sought credit in General Shop subjects and 96 in Home Economics. In the main, the Summer School programmes have given opportunity for manipulative experience. During the summer of 1939, Mr. L. H. Bennett delivered a one-hour lecture per day before General Shop students on the philosophy, psychology, objectives and methodology as applied to shop instruction. I am convinced that more attention must be given to this phase of instruction in the preparation of teachers. Skills will develop in due course of time, and all should be patient and forbearing during these introductory days, but special care should be taken to see that the teachers have the correct idea and vision behind the programme and get off to a right start.

Because of the stress and demands upon the accommodation of the Institute of Technology and Art, and because of there being an adequate supply of teachers with primary qualifications available to meet current demands, no teachers' class was conducted in General Shop subjects for the year 1939-40. Plans had been made for organizing a class for the training of Home Economics teachers, but these did not materialize. This should be considered a mere temporary adjustment, and classes for these purposes, both for General Shop and for Home Economics, should be permanently set up at the earliest moment.

In all, during the full term of 1939, approximately 7,812 persons, of which 277 were girls, were receiving instruction in General Shop, and 7,594 girls were receiving instruction in Home Economics.

In all, there are 137 School Districts giving instruction in these practical subjects, in all 232 rooms, which at this initial stage should have considerable supervision. It is impossible for one Director to cover this task, particularly when he has many other rather heavy responsibilities as well. This is a problem which will have to be given serious attention if satisfactory results are to be attained.

The Dominion-Provincial Youth Training Plan has been a responsibility for the Director so far, Schedule "C"—Home Service Instruction for Girls, in Calgary, and Schedule "G" in Aviation. The latter organization is following a programme laid down by the Royal Canadian Air Force. The former is not very onerous because of a very efficient Advisory Board of Calgary women. In all, 254 young women have received training. The Aviation programme has been onerous because of the large number of inquiries and the complexity of the programme. In all, three groups of students have been admitted to special classes organized at the Institute, 32 in the first class, 71 in the second class and 78 in the third. The first group was composed exclusively of students from the aviation department of the Institute. These were practically all employed immediately after the completion of their short course, 12 getting appointments in England and 10 with a large corporation making airplanes in Ontario. In both cases these orders for boys came on two consecutive days, and were made because of the experience of these manufacturers with graduates already employed. The second group of 71 will graduate on February 23rd, and the third group on May 18th. It is anticipated that new groups will be enrolled as soon as accommodation is made available by the graduation of those already in training. These classes are conducted from 8:00 a.m. to 5:00 p.m. on school days, with four hours additional on Saturday. In all, ten instructors are employed, giving instruction to the following groups:

	Fitters	Riggers	Electricians	Wireless Operators	Total
First Class	32				32
Second Class	21	14	13	23	71
Third Class	20	18	—	40	78
	—	—	—	—	—
Total	73	32	13	63	181
	—	—	—	—	—

First Aid courses and Physical Training are also given to these students.

The details of attendance at the regular classes of the Provincial Institute of Technology and Art are as indicated in the attached table:

ENROLMENT, 1938-39				
	Day	Evening	Correspondence	Total
Aeronautics	73	20		93
Art	44	45		89
Arts and Crafts		14		14
Auto Mechanics	105	22		127
Automotive Electricity	16			16
Building Construction	12			12
Diesel Engines	34			34
Drafting, Mechanical	3	13		16
Drafting, Survey	6			6
Dressmaking and Millinery	56	13		69
Electricity	72			72
Farm Construction	44			44
General Shop	6			6
Machine Shop	16	18		34
Mining	6			6
Oil Chemistry		20	61	20
Photography		32		32
Radio	15	14		29
Show Cards		20		20
Steam			126	126
Summer School, Calgary (Practical Subjects only)	137			137
Summer School, Banff (Art only)	34			34
Tractors	56			56
Weaving		5		5
Welding, Electric	2			2
Welding, Acetylene	203	10		213
	<u>940</u>	<u>246</u>	<u>187</u>	<u>1373</u>

The year ending June 30th, 1939, is the record-breaking year of the Institute. In all, a personnel of 1,373 was reached, to whom was given, in the day classes only, an instructional service of 371,008 man-hours. The table below gives the comparison with the years:

1926-27	247,671	1933-34	311,614
1927-28	287,936	1934-35	301,273
1928-29	301,371	1935-36	272,745
1929-30	314,058	1936-37	303,174
1930-31	314,170	1937-38	322,921
1931-32	311,285	1938-39	371,008
1932-33	341,249		

The revenue of \$21,955.06 was the largest amount contributed to the Provincial Treasury since the inception of the Institute.

The spirit among the students at the Institute was particularly good. There were practically no serious disciplinary problems. The Emery Weal, the students' new sheet, was issued regularly. A very fine Year Book was compiled. Basketball, volley ball, hockey, soft ball, hard ball, quoits, tennis and soccer games were played, there being many teams in house leagues as well as in city leagues. The weekly meetings of the Students' Association were well attended, and some particularly splendid programmes were put on. The annual banquet at the Palliser was a great success, 591 persons sitting down to the banquet table. An orchestra was conducted under the leadership of Mrs. G. B. Paynter. A dramatic club was carried on under the direction of Mr. F. S. Dyke, and a choral society with fifty voices worked under the baton of Mr. Clifford Higgins. In addition to these organizations, an athletic Field Day and picnic was held, an Art exhibition in the Hudson's Bay Store was carried out, and a Model Club, an Iota Club for girls, a Chemistry Club and a Photography Club were conducted for those interested.

In all, 61 diplomas were issued as follows:

Dressmaking and Millinery	11
Automobile Mechanics	4
Machine Shop	3
Building Construction and Drafting	2
Radio	10
Industrial Electricity	12
Aeronautics	18
Art	1

Accommodation has been taxed to capacity during the year, and more could be used. About \$3,000 were spent in providing new equipment in the forms of small pieces of modern machinery, and tools were distributed throughout the laboratories and shops. This was done in anticipation of a larger amount with which to provide a new machine shop, which is very badly needed. The relatively small machine shop has not been changed since 1921. At that time the lathes were pretty well worn, having been purchased as used equipment. During the years these machines get exceptionally hard usage both in day and night classes because of being operated by learners. They have been repaired within the shop time after time, until they are completely incapable of use for precision work. They will be good enough for gross work and to start beginners, but a complete new equipment is necessary. This will cost approximately \$15,000, but is most urgent. The policy of the management has been to clear all other larger expenditures out of the way in anticipation of these new machines being provided in 1940. It is most strongly recommended that this purchase be made, if at all possible.

During the year there were several changes made in the teaching staff. Mr. L. H. Bennett, N.R.A.I.C., M.R.San.I., attained the age of leave and retired to make his home in Toronto. Mr. Bennett was a valuable member of the staff and will be missed. He was an English-trained instructor in Manual Training, who came to Canada in 1899 under the MacDonald plan to introduce shop work into Canada. He was an instructor in the first teacher-training class for manual teachers to be held in Canada. He came West and introduced Manual Training into Saskatchewan, whence he came to join the staff of the Provincial Institute of Technology and Art when first organized in 1916, with which institution he remained, with the exception of a brief period when he served as Public School Inspector, until September, 1939. Mr. Bennett contributed much to the organization of the new General Shop course now in use in the Province. Mr. T. A. Hedley, another long-time service member of the staff, retired during the year. Mr. Hedley had been on the staff of the Provincial Institute of Technology and Art for twenty-two years in charge of Machine Shop and Farm courses. He is making his home in Calgary. Mr. J. K. MacKenzie, B.S.A., succeeds Mr. Hedley. Mr. MacKenzie is a Westerner, a graduate of the University of Saskatchewan. He came to the Institute from the Western staff of the Caterpillar Tractor Company. Mr. J. B. de Hart, M.Sc., P.E., M.E.I.C., resigned during the year to take an important position with the Canadian Pacific Railway. Mr. de Hart, during his stay of two years, gave a devoted and valuable service as head of the Coal Mining Correspondence Department. The Institute was fortunate in persuading Mr. Alex. Higgins, M.A.S.M.E., R.P.E. (Mechanical and Mining), to return to his old

post, succeeding Mr. de Hart. Mr. Higgins is admirably qualified for this work, and the high standard of service from this department will be well maintained.

The building and grounds about the Technical Institute are badly in need of attention. The walls of the shop buildings are getting very dirty and need freshening. During the summer of 1939 the grounds were allowed to get into a disgraceful condition because of neglect. While it is always desirable to have an attractive environment in which to work, may I state that this is not the motive in urging that the grounds immediately surrounding the Institute be made attractive. This is a training institution for young people whence they go to put into practice what they learn. By having the training centre dressed up one gives the greatest impetus to young people to do likewise with their shops, school grounds and buildings, and front and back yards. One of the fundamentals in shop management and likewise in school management is cleanliness, neatness, system and order. A training institute, like the buildings in Calgary house, should, on the most primary basis, be made a model beauty spot. With so much ground work already done, the cost for finishing should not be great, while the effect will be incalculable in value. I strongly urge that a competent and experienced man be secured, and that he be given sufficient assistance with the end in view to finishing a beautification job so well conceived and begun. This would include the surfacing of roads already graded, the construction of a new footwalk to the main building, with repairs to some of the surrounding walks, the planting of some grass seed and the laying out of additional shrub hedges, tree clumps and flowering plants. The Institute shops can co-operate in maintaining equipment, such as maintaining a truck and making small gadgets. There is an abundance of black soil available on the grounds for use where needed, while an excellent Government gravel bed directly on the pavement a few miles west can supply all the gravel required at a very low cost. A small greenhouse would be a great asset. The Building Construction Department of the Institute would be glad to erect this if supplied with material.

I would herewith express my thanks to the various members of the staff for their loyal co-operation during the year, making special reference to Vice-Principal Mr. James Fowler, who so willingly assumed responsibilities incident to frequent absences of the Principal.

REPORT OF THE SCHOOL-BOOK BRANCH

(WILLIAM H. NOBLE, *Manager*)

This is the thirteenth annual report of the School-book Branch, now generally known as The Alberta Children's Bookhouse. The Branch was originally established in the year 1913, for the sole purpose of supplying books for school libraries. However, in the year 1926 it was reorganized to cover a much wider field; thus, in reality, it has been in operation for the past 26 years. The management has pleasure in stating that the year just closed has been a

banner year from the standpoint of distribution. Never before have we reached so great a volume of business nor had so large a turnover in cash value.

This gain was brought about in part by the revision of the various courses of study, which process has been going along gradually for the past four years. Other factors contributing to the accelerated turnover are the addition of a large number of attractive new books to our stock, the successful completion of an intensive advertising campaign, and the expansion of an efficient mail order system. However, it is probable that the year 1938-39 will represent our peak year with regard to volume of business, for with the completion of the revision in Grade XII in 1940, the demand for new texts will undoubtedly fall off.

The report includes a brief survey of the sale and distribution of text-books for students and reference books for students and teachers in the elementary, intermediate and high schools of the Alberta educational system. The following table is a summary by divisions, subjects and grades, showing the number of copies and the retail value of books sold for the fiscal year 1938-39. These figures do not include books supplied:

SUMMARY OF THE SALE AND DISTRIBUTION OF BOOKS IN OUTSTANDING
SUBJECTS IN THE ELEMENTARY SCHOOL

DIVISION I (Grades I to III)		
Subjects	Number of Volumes Sold	Retail Value
READING AND LITERATURE—		
Free Reading, Pre-primers and Workbooks	4,657	\$1,506.25
Primers, Assorted Titles and Workbooks	12,683	4,012.25
Readers for Grade I and Workbooks	12,682	4,142.35
Readers for Grade II and Workbooks	7,323	2,715.65
Readers for Grade III and Workbooks	4,646	1,730.55
Teachers' Manuals to Readers in Grades I, II and III	330	265.90
Wall Charts, Illustrated in Colour for use with Primers and First Readers, sets	314	950.00
The foregoing represents free reading volumes used to supplement the authorized elementary school readers and purchased by students to the total of 42,655 volumes, and represents a retail value of \$15,323.75		
SOCIAL STUDIES ENTERPRISE— Social Activities' Assorted Readers comprising Primers and Books for Grades I, II and III	1,770	1,149.25
SPELLING— Pupils' Texts in Grades I, II and III	6,066	1,819.80
ARITHMETIC— Pupils' Texts for Grade III	10,258	6,154.80
ELEMENTARY SCIENCE— Readers recommended as Free Reading Material in Grades I, II and III	447	415.10
ART—		
Pictures in Sets for Grades I, II and III, sets	3,600	540.00
Teachers, Reference Books in Art	452	135.60
MUSIC— Text-books for Students and Reference Books for Teachers, Grades I, II and III	2,793	1,955.10
Total	68,021	\$27,493.40
Students in Division I of the Elementary School, during the past year, expended in new books \$27,493.40, covering seven outstanding subjects, and absorbed over sixty-eight thousand volumes.		
DIVISION II (Grades IV to VI)		
READING AND LITERATURE— Free Reading, books recommended in the Course of Study, Grades IV-VI	923	\$ 732.80
LANGUAGE— Pupils' Text-books, Grades IV-VI	13,792	5,519.20
SPELLING— Spelling Texts, Grades IV-VI	9,572	3,095.35
ARITHMETIC—		
Pupils Text-books, Grade IV	10,716	6,429.60
Pupils' Text-books, Grade V	2,780	973.00
Pupils' Text-books, Grade VI	3,097	1,238.80
	16,593	\$ 8,641.40
SOCIAL STUDIES—		
Geographies	3,148	4,475.80
Atlases	2,031	1,517.55
	5,179	\$ 5,993.35

DEPARTMENT OF EDUCATION

Subjects	Number of Volumes Sold	Retail Value
ELEMENTARY SCIENCE—Reference Books	146	\$ 138.70
HEALTH EDUCATION—Reference Books, Grades V, VI	501	350.70
PHYSICAL EDUCATION—Teachers' Reference Books, Divs. I and II	247	172.90
ART—		
Pictures in Sets for Grade IV, sets	1,710	256.50
Pictures in Sets for Grade V, sets	2,361	354.15
Pictures in Sets for Grade VI, sets	2,449	367.35
Teachers' Reference Books in Art	308	92.40
	6,828	\$ 1,070.40
MUSIC—Authorized Text-books for Grades IV, V and VI	7,192	5,394.00
Total	60,973	\$31,108.80

Students in our Elementary Schools spent on new text-books, during the year, \$58,602.20, and it required 128,994 volumes to take care of their immediate needs

THE INTERMEDIATE SCHOOL
(Grades VII-IX)

ENGLISH—		
Literature:		
Collections of Prose and Verse, Grades VII-IX	14,863	\$ 8,462.05
Fiction, Grades VII-IX	3,759	2,982.15
Non-Fiction, Grades VII-IX	2,881	2,757.10
Poetry and Drama, Grades VII-IX	1,927	1,055.25
Short Stories, Grade IX	1,246	885.05
	24,676	\$16,141.60
Language:		
Students' Texts, Grades VII-IX	27,479	19,239.00
Teachers' Reference Books, Grades VII-IX	3,660	1,691.25
	31,139	\$20,930.25
SOCIAL STUDIES—		
Students' Texts, Grade VII	13,685	12,216.50
Students' Texts, Grade VIII	2,558	2,302.20
Students' Texts, Grade IX	3,446	3,446.00
Students' Reference Books	7,253	8,165.35
	26,942	\$26,230.05
HEALTH AND PHYSICAL EDUCATION—		
Students' Reference Books	6,251	6,946.85
Teachers' Reference Books	741	1,663.15
	6,992	\$ 8,610.00
MATHEMATICS—		
Authorized Text for Grade VII	3,308	1,873.70
Authorized Text for Grade VIII	3,655	2,067.85
Authorized Text for Grade IX	2,374	2,967.50
	9,337	\$ 6,909.05
GENERAL SCIENCE—		
Students' Text-books, Grades VII-IX	6,201	6,530.50
Teachers' and Students' Reference Books	2,642	2,698.10
	8,843	\$ 9,228.60
ART—		
Pictures in Sets, Grades VII-IX, sets	7,031	1,054.65
Teachers' Manuals in Art	181	54.30
	7,212	\$ 1,108.95
DRAMATICS—		
Books of Plays for Students, Grades VII-IX	2,088	1,806.90
Students' Reference Books	623	1,045.65
Teachers' Reference Books	80	179.50
	2,791	\$ 3,032.05
MUSIC—		
Students' Text-books, Grades VII-IX	6,125	3,851.95
Teachers' Reference Books in Music	2,174	1,232.95
	8,299	\$ 5,084.90
FARM AND HOME ACCOUNTING—Students' Text, Grades VI-VIII	10,133	6,079.80
ELEMENTARY BOOKKEEPING—		
Exercises and Forms	6,427	5,141.60
Students' and Teachers' Reference Books	2,005	1,112.70
	8,432	\$ 6,254.30
TYPEWRITING—Students' Text-book in Typing	4,042	3,637.80
ORAL FRENCH—		
Authorized Text-book, Grade IX	420	603.85
Teachers' Reference Books	4	3.85
	424	\$ 507.70

Subjects	Number of Volumes Sold	Retail Value
GENERAL SHOP—Students' Text and Reference Books, Grades VII-IX	567	\$ 348.25
HOME ECONOMICS—Students' Texts, Grades VII-IX	126	226.80
Total	149,955	\$114,330.10

Students in our Intermediate Schools spent on new books during the past year \$114,330.10, and it required 149,955 volumes to take care of their immediate needs.

THE HIGH SCHOOL (Grades X to XII)
GRADE X

ENGLISH 1—		
Literature:		
Poetry	7,998	\$ 4,798.80
Drama	2,401	1,489.55
Free Reading	8,632	3,858.45
	19,301	\$10,146.80
Language:		
Text	7,909	7,909.00
Students' Reference, Grades X and XI	534	797.70
Teachers' Reference, Grades X and XI	265	375.20
	8,708	\$ 9,081.90
SOCIAL STUDIES 1—		
Texts	3,360	6,549.85
Students' Reference	543	1,328.30
	3,903	\$ 7,878.15
HEALTH AND PHYSICAL EDUCATION 1—		
Students' Reference	472	582.25
Teachers' Reference	21	35.70
	493	\$ 617.95
ALGEBRA—Text, Grades X and XI	2,805	3,506.25
GEOMETRY 1—Text, Grades X and XI	911	592.15
CHEMISTRY—Texts and Lab. Manuals, Grades X and XI	3,413	4,346.45
PHYSICS 1—Text, Grades X and XI	3,742	4,116.20
LATIN 1—		
Grammar, Grades X and XI	1,122	1,514.70
Readers, Grades X and XI	150	210.00
	1,272	\$ 1,724.70
FRENCH 1 and 2—		
Grammar, Grades X and XI	4,116	5,762.40
Readers, Grades X and XI	2,926	1,828.90
Teachers' Reference, Grades X and XI	190	136.30
	7,232	\$ 7,727.60
GERMAN 1 and 2—		
Grammar, Grades X and XI	194	378.30
Readers, Grades X and XI	364	139.50
	558	\$ 517.80
TYPEWRITING 1 and 2—Teachers' Reference	23	55.20
WOODWORK 1 and 2—Grades X and XI	36	68.20
METALWORK 1 and 2—		
Grade X	37	42.55
Grade XI	14	18.90
	51	\$ 61.45
ELECTRICITY 1—Grades X and XI	39	103.35
FABRICS AND DRESS 1—Grades X and XI	8	18.00
HOME-MAKING 1—Reference	2	9.00
SHOP PRACTICE—Grades X and XI	83	182.85
DRAMATICS 1 and 2—		
Plays, Grades X and XI	1,691	2,536.50
Reference Books, Grade X	63	141.25
Reference Books, Grade XI	38	99.75
	1,792	\$ 2,777.50
MUSIC 1 and 2—Grades X and XI	681	509.20
ART 1—		
Pictures, Grade X	980	245.00
Reference Books	188	617.10
	1,168	\$ 862.10
MECHANICAL DRAWING—Grade X	46	138.00
GENERAL SCIENCE 1 and 2—Reference	795	1,073.25
GENERAL MATHEMATICS 1 and 2—		
Texts, Grades X and XI	1,953	2,329.40
Teachers' Reference	258	289.95
	2,211	\$ 2,619.35

Subjects	Number of Volumes Sold	Retail Value
BIOLOGY 1—Text	985	\$ 1,280.55
GEOLOGY 1—Reference	593	1,699.35
BOOKKEEPING 1 and 2—Grade X and XI	9,245	10,633.95
STENOGRAPHY 1 and 2—Grades X and XI	1,635	1,881.60
Total	71,461	\$74,228.85
GRADE XI		
ENGLISH 2—		
Literature:		
Poetry	6,536	\$ 2,941.20
Drama	2,653	1,166.50
Essays	5,405	5,945.50
Short Stories	5,978	5,380.20
Free Reading:		
Novels and Stories	6,019	3,790.05
Plays	325	188.55
Biography	396	193.60
Science	364	102.80
	27,676	\$19,708.40
Language: Text	6,645	6,645.00
SOCIAL STUDIES 2—		
Grade XI Texts	4,284	9,483.25
Students' Reference	2,267	4,022.80
	6,551	\$13,506.05
PENMANSHIP (not listed under grade)—Reference	98	34.30
OFFICE PRACTICE 1—Reference Books	889	587.45
ART 2—		
Pictures in Sets	302	105.70
Teachers' Reference	27	47.25
	329	\$ 152.95
COMMERCIAL LAW 1—Text	1,531	1,377.90
SOCIOLOGY AND PSYCHOLOGY 1—Reference Books	1,751	1,755.81
PHYSICAL EDUCATION 2—Reference	435	136.75
Total	45,905	\$43,904.61
GRADE XII		
LITERATURE 4—		
Plays	1,140	\$ 399.00
Essays	1,011	454.95
Reading	3,368	1,347.70
	5,519	\$ 2,201.65
COMPOSITION 4—Text	480	552.00
HISTORY 4—Text	932	1,970.00
HISTORY OF ENGLISH LITERATURE—Text	326	619.40
ALGEBRA 3—Text	934	1,260.90
TRIGONOMETRY 1—Text	716	1,022.40
PHYSICS 2—Text	657	985.50
BIOLOGY 1—		
Text	582	1,076.70
Reference Books	138	236.50
	720	\$ 1,313.20
CHEMISTRY 2—		
Text	835	1,429.50
Laboratory Manual	739	554.25
	1,572	\$ 1,983.75
GERMAN 3—		
Grammar	12	13.20
Reading	168	109.95
	180	\$ 123.15
FRENCH 3—		
Grammar	104	197.60
Reading	670	402.00
	774	\$ 599.60
LATIN 3—Text	450	630.00
DICTIONARIES—		
English Dictionary	4,777	3,094.05
French Dictionary	57	62.70
German Dictionary	31	34.10
	4,865	\$ 3,190.85
ENCYCLOPAEDIA	15	262.50
Total	18,140	\$16,694.90

Students in our High Schools spent on new text-books during the year \$134,828.36, and it required 135,506 volumes to take care of their immediate needs.

The public of Alberta spent on new text-books during the past year a total of \$307,760.66. This calculation is based on the retail selling price as set by the Branch. The number of volumes represented by this expenditure was 414,455.

During the year, to replenish our stock, \$209,941.94 was expended on books procured through publishers in Canada and Great Britain, constituting 408,773 volumes of new books, and through American publishers \$20,288.81, representing 32,554 volumes. The total cost of the new stock purchased during the year has been \$230,230.75, and the number of volumes contained in this purchase was 441,327. The cost of freight and express on incoming shipment amounted to \$16,036.45, and the combined weight was approximately 210 tons.

Of the new stock purchases, over 90% came from publishers in Canada and Great Britain. It is our policy to arrange, as far as possible, for the printing of such books here in the Dominion.

The gross business for the twelve months from April 1, 1938, to March 31, 1939, was \$287,670.92, derived from the sale of text-books, books for school libraries and reference books for teachers.

The many text-books prescribed for students in the Elementary, Intermediate, High, Commercial, Technical and Normal Schools are at all times available. Furthermore, the requirements of the teachers at Summer School and students in private schools and colleges are taken care of by the School-book Branch. Distribution is effected, in the main, through approximately 300 book dealers scattered throughout the Province. A very pleasant relationship exists between this office and the school-book dealers for these reasons: (1) the dealer is amply protected by an arrangement whereby he may return unsold stock; (2) he is assured prompt and intelligent service on the part of the Branch.

One of the improvements in educational service resulting from the establishment of large units or Divisions has been the provision of a modern library service. In every Division, additions have been made to existing libraries, and in some cases the number of books available has been doubled. It is the policy of this Branch to assist the Divisional Boards in every way possible in developing their progressive policies.

The School Grants Act provides an annual grant for library purposes to a school for the first six years of operation. The Branch has furnished 230 schools with this selection of books, constituting the nucleus of a school library; the total distribution being valued at \$4,990.00.

One of the outstanding features of our service is the Mail Order Department. This Branch of our work has registered an enormous increase. Orders for books, which we catalogue and carry in stock, come from all parts of the Dominion; the reason being that we, undoubtedly, have as complete a range of educational books as will be found anywhere in Canada.

Advantage is taken at Teachers' Conventions in all parts of the Province to display samples of books that we carry in stock. In this way valuable contacts are made with teachers far removed from the centre of distribution.

This Branch is entirely self-supporting, meeting all charges of operation, which include salaries of staff, rent, insurance, sundry expenses and interest charges payable to the Provincial Government on capital invested. It is the policy of the Government that the school-book business shall not be a revenue-producing agency. It is, therefore, the endeavour of the management that profits and overhead shall break even. As a consequence, no effort is made to turn over a surplus, though in practice a few hundreds of dollars are added to the general revenue each year.

DISTRIBUTION OF FREE READERS

Readers supplies to students in the Elementary Schools at the expense of the Government are distributed by this office. During the past year books of the Highroads to Reading Series were allotted as follows:

Primer	6,908	Book IV	5,406
Book I	7,092	Book V	5,324
Book II	9,200	Book VI	5,115
Book III	7,803		

The total of 46,848 assorted is an excess of nearly ten thousand over the former year.

REPORT OF SCHOOL BUILDING BRANCH

(C. G. JEWERS, *Manager*)

(Architectural Branch, Department of Public Works,
Technical Advisers)

The value of school buildings work for 1939 has shown an increase of \$48,067.39 over 1938. The number of jobs also has shown an increase of 9 over 1938.

Approved building projects, including new buildings, repairs and renewals, additions, residences, barns, etc., during the year 1939 were as follows:

STANDARD DEPARTMENTAL PLANS		Quantity	Cost
Schools erected by voluntary effort, with in most cases a special grant of \$150.00:			
Log plans		8	
Frame plans		6	
Teacherages, Barns, etc., erected by voluntary effort		2	
Erected by voluntary effort with partial capital expenditure:			
Frame plans		3	\$ 2,412 59
Residences, barns, etc.		5	276 29
Erected by regular contract:			
One-room schools:			
L.C.F.-38, non-basement, low cost frame		5	5,858.35
L.C.F.-38, full basement, low cost frame		5	10,368.12
Log, non-basement		1	462.00
AN-11-39, non-basement, siding		5	5,486.00
CE-8, full basement, stucco		1	3,150.00
CS-20-38, full basement, stucco		2	7,215.00
CS-22-39, full basement, stucco		1	3,460.00
CE-20-38, full basement, stucco		2	7,030.00
CW-21-39, non-basement, stucco		1	2,254.19
Two-room schools:			
ENS-4-39, full basement, stucco		1	6,320.00
ES-23, non-basement, siding		1	3,400.00
Teacherages		2	1,892.50

	Quantity	Cost
Erected under special arrangements approved by Department:		
One-room schools:		
L.C.F.-38, non-basement, low cost frame	2	\$ 1,528.86
L.C.F.-38, full basement, low cost frame	3	4,836.94
AN-11-39, non-basement, siding	4	2,836.88
CS-20-38, full basement, stucco	1	3,965.00
CW-20-38, full basement, stucco	1	3,941.21
CE-20-38, full basement, stucco	2	7,600.00
CW-21-39, non-basement, stucco	3	2,615.41
Teacherages	4	2,500.00
Barns, sheds, etc.	4	1,669.71
Work-shop buildings	2	1,755.92
Two-room schools:		
EW-1, non-basement, siding	1	4,000.00

SPECIAL DEPARTMENTAL PLANS

Erected by regular contract:		
Small one-room unit	1	600.00
One-room addition, full basement, siding	2	5,580.33
Basement and heating	1	1,521.00
Alterations	2	787.00

ERECTED UNDER SPECIAL ARRANGEMENTS APPROVED BY DEPARTMENT

Special Departmental Plans:		
Classroom, laboratory and typeroom addition	1	5,175.68
One-room additions, frame	2	4,300.00
One-room addition, special basement	1	4,369.00
Two-room addition, frame	2	12,500.00
Basement and heating	1	1,450.00
Plumbing and heating	3	4,806.67
Plans prepared outside Department:		
One-room schools, full basement, stucco	2	6,200.00
One-room schools, non-basement, siding	3	2,199.97
Two-room school, non-basement, siding	1	1,850.00
Two-room school, full basement, stucco	1	5,000.00
Two-room addition, full basement, stucco	1	6,471.15
Teacherages	4	1,220.73
Barns, etc.	5	552.95
Alterations, small additions, etc.	12	5,586.26

PLANS PREPARED OUTSIDE DEPARTMENT

Erected by regular contract:		
One-room schools, full basement, stucco	6	19,498.35
One-room schools, full basement, insul brick	2	7,137.66
Two-room schools, full basement, insul brick	1	5,048.80
Two-room schools, full basement, stucco	2	11,657.00
Four-room High School, frame and stucco	1	13,494.00
Large auditorium building	1	41,000.00
One-room additions	4	12,521.98
Two-room additions	2	19,428.05
Alterations, small additions, etc.	7	9,390.28

SUMMARY

School buildings destroyed by fire	10	
School buildings erected by voluntary effort	16	
One-room schools built by regular contract	32	72,519.67
Two-room schools built by regular contract	5	26,425.80
Large schools built by regular contract	2	54,494.00
One-room additions built by regular contract	6	18,102.31
Small additions, alterations, etc.	21	15,763.54
Residences, Barns, etc.	21	9,591.81
Basement, heating and plumbing	5	7,777.67
One-room schools erected under special scheme	21	35,724.27
Two-room schools erected under special scheme	3	10,850.00
One-room additions erected under special scheme	4	13,844.68
Two-room additions erected under special scheme	5	38,399.20
School buildings erected partly by voluntary effort	8	2,688.88
Totals	133	\$306,181.83

GENERAL STATISTICS

(A. P. WILSON, *Statistician*)

The following statistics have been compiled from information received from teachers, Official Auditors, and Secretaries of School Districts and School Divisions:

During the year 1938-39 there were 6,082 rooms or departments in operation in 3,592 school districts, with an enrolment of 163,241. Of this enrolment, 53,434 were in the rooms of 57 City and Town schools, 6,576 in 19 Separate schools, and 20,763 in the rooms of other graded urban schools. During the year 1937-38 there were 54,131 pupils in City and Town schools, 6,549 in Separate schools, and 32,769 in the rooms of other graded urban schools. During the year 1939 there were 6,530 in 228 rooms in 58 Consolidations and 70,773 in 3,145 rooms in 44 School Divisions.

The number of Secondary Grade rooms in operation at June 30th, 1939, including Technical and Commercial rooms, was 751, being an increase of 7 over the previous year. There were 376 rooms in which both Elementary and Secondary Grade work was conducted, a decrease of 6 from last year.

During the year 99.3% of the schools in operation, operated over 160 days, and the average number of days schools operated was 191.8. The average monthly percentage of attendance was 90.33 of the monthly enrolment. The increase in the upper grades as compared with the lower grades since 1912 (the year in which the 12 Grade system was introduced) may be seen in the following table:

PERCENTAGE OF ENROLMENT

Year	Division I. 1st Year	High School Division and 3rd Year Intermediate	Intermediate and High School Divisions
1912	32.24	3.92	14.65
1913	32.08	4.09	14.50
1914	29.86	4.44	15.51
1915	25.54	5.38	17.19
1916	25.14	5.81	18.06
1917	24.87	5.62	18.45
1918	25.41	6.22	19.42
1919	26.05	6.52	20.39
1920	24.90	6.74	21.31
Jan.-June 1921	25.24	6.04	18.94
1921-1922	22.81	7.53	21.26
1922-1923	20.87	8.29	22.73
1923-1924	19.51	9.13	23.39
1924-1925	18.23	9.95	24.23
1925-1926	17.68	9.60	24.82
1926-1927	17.74	10.68	25.94
1927-1928	17.57	11.44	26.90
1928-1929	16.97	11.78	27.60
1929-1930	16.25	12.66	28.79
1930-1931	15.13	14.38	30.56
1931-1932	14.01	16.53	32.42
1932-1933	13.49	17.13	33.61
1933-1934	13.42	17.58	34.56
1934-1935	13.61	17.06	34.76
1935-1936	14.17	17.54	35.20
1936-1937	14.52	17.86	35.18
1937-1938	14.19	18.28	35.22
1938-1939	13.15	19.06	36.04

The percentage of pupils enrolled in Division I, first year, in the year 1939 has decreased 1.04% from the previous year, while the percentage of pupils in Intermediate and High School has increased .82%. The percentage of High School pupils now stands at 12.35% of the total enrolment.

The percentage distribution by grades of pupils leaving school at the age of 15 years since 1919 is as follows:

Year	Division I			Division II			Intermediate School			High School		
	1st Yr.	2nd Yr.	3rd Yr.	1st Yr.	2nd Yr.	3rd Yr.	1st Yr.	2nd Yr.	3rd Yr.	1st Yr.	2nd Yr.	3rd Yr.
1919	2.23	2.33	2.18	4.89	7.79	12.90	29.09	24.59	8.45	3.11	2.02	.42
1920	.91	1.21	2.06	4.23	7.04	13.20	17.10	29.98	12.14	5.92	3.41	2.80
Jan. June 1921	1.12	1.05	3.92	6.09	9.91	16.84	19.16	33.55	6.65	1.47	.24	
1921-1922	1.14	1.61	3.59	7.02	11.28	16.52	19.29	29.79	6.59	2.34	.81	.02
1922-1923	1.08	1.01	3.99	5.62	8.68	13.08	18.97	28.50	11.90	4.59	2.18	.40
1923-1924	.54	.90	2.46	3.36	5.46	9.06	20.94	32.87	14.48	7.36	2.47	.07
1924-1925	.39	.81	2.13	3.65	6.33	8.57	20.45	34.94	12.60	7.19	2.84	.10
1925-1926	.15	.35	1.16	2.10	6.65	10.21	17.24	34.69	15.20	10.53	1.46	.26
1926-1927	.16	.19	.45	1.85	4.97	11.50	18.71	33.22	17.25	8.08	3.46	.16
1927-1928	.10	.20	.65	2.60	6.18	9.79	20.36	31.60	17.50	8.62	2.30	.10
1928-1929	.09	.17	.56	1.22	5.74	8.78	21.64	32.09	18.11	9.99	1.55	.06
1929-1930	.09	.13	1.02	1.69	6.78	8.86	21.23	33.62	17.96	6.58	1.95	.09
1930-1931	.13	.13	1.07	1.79	7.35	8.81	21.62	34.10	17.14	5.98	1.79	.09
1931-1932	.09	.31	.72	1.63	6.53	9.17	19.05	34.55	17.13	7.88	2.79	.15
1932-1933	.06	.18	.54	1.70	5.05	9.29	19.22	36.13	18.38	6.64	2.39	.42
1933-1934	.08	.11	.42	1.78	4.94	9.19	18.68	35.89	20.01	5.96	2.43	.51
1934-1935	.08	.08	.33	1.85	4.92	10.96	17.46	33.93	20.47	6.52	2.86	.54
1935-1936	.05	.10	.20	1.99	5.26	10.53	15.55	34.33	21.31	7.77	2.45	.49
1936-1937	.16	.28	.51	2.25	4.69	10.14	15.66	31.69	24.74	7.47	2.02	.39
1937-1938	.15	.26	.59	2.28	4.40	10.88	15.93	29.77	26.69	7.04	1.74	.36
1938-1939	.27	.11	.65	1.75	4.37	9.06	18.05	28.41	28.67	7.15	1.48	.03
Average for 21 yrs.	43	.55	1.39	2.92	6.39	10.82	19.31	32.30	16.82	6.58	2.12	.36

The average number of days of operation in ungraded schools was 187.59 days and in graded schools 196.42. The policy of paying assessment grants for a maximum of 200 days per annum has proved of great assistance to smaller districts, enabling them to operate for the full year. The establishment of large divisions has also been a factor in the increased length of the school year. In 1939 the cost of operation per pupil per day was .356 cents as compared with .421 cents in 1927, a decrease of 15.4%. In the same years, the percentage proportionate of total attendance to average attendance has increased from 75.22 to 1927 to 84.65 in 1939, an increase of 11.14%. The general lowering of teachers' salaries has been an important factor in the decreased cost of operation, but teachers' salaries are slowly increasing again.

During the year 1938 there were 6,034 rooms in operation and 6,173 teachers employed. In 1939 there were 6,082 rooms in operation and 6,176 teachers employed.

The decrease of some 3,400 pupils in the total enrolment can be attributed to the use of transfer cards, introduced in this Province in the fall term of 1938. Previously, a pupil who transferred from one school to another during the year was reported in both schools. By using the transfer card, the pupil now takes his attendance from the first school he attended to the one moved to, and is reported once only by the school he attends at the close of the year. The duplication that has occurred in previous years has, to a great extent, been eliminated.

DEPARTMENT OF EDUCATION

TABLE 1.
CLASSIFICATION OF PUPILS

Grades	No. of Pupils June 30, 1929	Percent. of Enrolment	No. of Pupils June 30, 1938	Percent. of Enrolment	No. of Pupils June 30, 1939	Percent. of Enrolment
Division I:						
1st Year	27,973	16.97	23,660	14.19	21,475	13.15
2nd Year	19,431	11.79	18,488	11.10	17,796	10.90
3rd Year	19,741	11.98	17,478	10.49	17,764	10.88
Division II:						
1st Year	18,706	11.35	16,456	9.88	16,709	10.24
2nd Year	17,571	10.66	16,192	9.71	15,573	9.54
3rd Year	15,928	9.66	15,685	9.41	15,097	9.25
Intermediate:						
1st Year	13,165	7.98	15,017	9.01	14,617	8.95
2nd Year	12,902	7.83	13,214	7.93	13,109	8.03
3rd Year	8,362	5.07	11,306	6.78	10,950	6.71
High School:						
1st Year	5,987	3.63	7,855	4.71	7,503	4.60
2nd Year	3,696	2.24	6,501	3.90	7,037	4.31
3rd Year	1,388	.84	4,812	2.89	5,611	3.44
Totals	164,850	100.00	166,664	100.00	163,241	100.00
Elementary Grades	119,350	72.40	107,959	64.78	104,414	63.96
Intermediate Grades	34,429	20.89	39,537	23.72	38,676	23.69
High School Grades	11,071	6.71	19,168	11.50	20,151	12.35

Private School pupils are included in the totals for 1929, but are not included in the totals for 1938 or 1939. In previous years, the 3rd year of the Intermediate Division has been included with the High School. With this included in 1939, the total would be 19.06, or an increase of .76 over last year. The decrease in enrolment this year can be attributed to the use of Transfer Cards, whereby the duplication occurring in previous years has to a very great extent been eliminated.

TABLE 2
COMPARATIVE STATEMENT OF ATTENDANCE AND CLASSIFICATION OF PUPILS
IN GRADED AND UNGRADED SCHOOLS

	Graded Schools	Ungraded Schools
Number of pupils enrolled	84,594	78,647
Aggregate days' attendance of pupils	14,533,938.5	12,595,145.5
Daily average attendance of pupils	73,915.64	64,276.21
Percentage of attendance of total enrolment	87.38	81.73
Average number of days attended, per pupil	171.81	160.15
Average length of school year	196.42	187.59
Classification:		
Division I:		
1st Year	9,087	12,388
2nd Year	7,981	9,815
3rd Year	7,991	9,773
Division II:		
1st Year	7,523	9,186
2nd Year	7,214	8,359
3rd Year	7,247	7,850
Intermediate:		
1st Year	6,985	7,632
2nd Year	6,635	6,474
3rd Year	6,653	4,297
High School:		
1st Year	5,919	1,584
2nd Year	6,090	947
3rd Year	5,269	342
Total Attendance	84,594	78,647

The percentage of attendance in Graded Schools and in Ungraded Schools has increased 3.42% and 4.29% respectively over last year. The average length of school year has decreased .17 days in Graded Schools and 2.41 days in Ungraded Schools. Ungraded Schools are one-roomed schools and are for the most part rural.

TABLE 3
AVERAGE AGE OF PUPILS

Division I:		Intermediate:	
1st Year	7.15	1st Year	13.31
2nd Year	8.30	2nd Year	14.17
3rd Year	9.37	3rd Year	15.10
Division II:		High School:	
1st Year	10.45	1st Year	15.94
2nd Year	11.44	2nd Year	17.08
3rd Year	12.38	3rd Year	18.20

TABLE 4

Ages	Total No. of Pupils	Percentage of Enrolment
5 years and under	141	.09
6 years	5,826	3.57
7 years	14,155	8.67
8 years	15,757	9.65
9 years	15,871	9.72
10 years	15,594	9.55
11 years	15,015	9.20
12 years	15,288	9.37
13 years	15,176	9.30
14 years	14,832	9.09
15 years	12,893	7.90
16 years	9,068	5.55
17 years	6,535	4.00
18 years	3,999	2.45
19 years	2,032	1.24
20 years	648	.40
21 years and over	411	.25
Totals	163,241	100.00

Of the pupils enrolled, 13.89% are over the compulsory age limit of 15 years.

DEPARTMENT OF EDUCATION

TABLE 5
DISTRIBUTION OF PUPILS BY SEX, DIVISION, AND AGE LAST BIRTHDAY—ACA DEMIC SCHOOL YEAR ENDED JUNE 30th, 1939
(July 1st, 1938, to June 30th, 1939)

Grade	Sex	5 yrs. and under	6 yrs.	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	*Tot.
				yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.
Division I:	Boys	70	2807	5386	2124	605	189	112	64	47	29	16	7	2	1	1			11460
	Girls	71	2929	4622	1648	418	158	75	34	19	11	12	7	2					10015
	Boys	34	1855	3996	2132	756	277	147	49	41	10	10	9	4	2				9310
	Girls	53	2127	3936	1547	495	176	78	33	27	33	27	10	4					8486
Division II:	Boys			66	1745	3652	2084	822	390	200	80	36	12	4	1	1	1		9094
	Girls	3	92	2121	3841	1637	574	236	98	37	20	7	2	1					8670
	Boys			70	1421	3315	1902	981	451	179	77	77	19	6	1	2			8424
	Girls			111	1981	3403	1618	648	286	139	64	22	4	2	4	2			8285
Intermediate:	Boys			105	1418	2936	1868	911	449	187	40	18	7	5	4	2			7925
	Girls			6	159	1838	2962	1519	679	335	119	21	7	3	3	1			7648
	Boys					5	173	1423	3001	1595	730	237	61	12	8	2	1		7523
	Girls					8	221	1704	2812	1610	953	244	48	5	3	2			7406
High School:	Boys						4	163	1401	2325	1638	571	150	24	6	1	3		7211
	Girls						6	260	1750	2483	1517	475	105	19	6	4	3		6621
	Boys						15	297	1592	2323	1157	391	87	14	3	1	5880		5070
	Girls						1	13	258	926	1342	630	207	60	15	10	3415		315
Totals by Sex	Boys	70	2841	7307	7935	7920	7812	7635	7783	7593	7599	6406	4382	2385	1829	922	306	181	81476
	Girls	71	2985	6848	7822	7951	7712	7380	7505	7583	7233	6487	4786	3550	2170	1110	342	230	81765
*Grand Totals			141	5826	14155	15757	15871	15594	15015	15288	15176	14832	12893	9068	6335	3999	2032	648	411163241
Began Div. I, 1st Year, during the year	Boys	70	2682	4657	1351	314	106	65	38	31	15	15	5	1	1	1			9352
	Girls	71	2846	4156	1150	242	77	41	32	12	9	10	6	2					8654
Repeated Div. I, 1st Year, from last year	Boys	125	729	773	291	83	47	26	16	14	1	1	2	1					2108
	Girls	83	466	498	176	81	34	11	7	2	2	2	1						1361

DEPARTMENT OF EDUCATION

TABLE 7
TABLE SHOWING NUMBER AND PERCENTAGES IN EACH GRADE, UNDER AGE
NORMAL AND OVER AGE

Grades	Number in each Grade			Total in each Grade	Percent. in each Grade		
	Under Age	Normal	Over Age		Under Age	Normal	Over Age
Division I:							
1st Year	141	15,744	5,590	21,475	.66	73.31	26.03
2nd Year	87	11,914	5,795	17,796	.49	66.95	32.56
3rd Year	161	11,359	6,244	17,764	.91	63.94	35.15
Division II:							
1st Year	188	10,120	6,401	16,709	1.12	60.57	38.31
2nd Year	270	9,154	6,149	15,573	1.73	58.78	39.49
3rd Year	297	8,950	5,850	15,097	1.97	59.28	38.75
Intermediate:							
1st Year	392	8,518	5,707	14,617	2.68	58.28	39.04
2nd Year	435	8,159	4,515	13,109	3.32	62.24	34.44
3rd Year	513	7,040	3,397	10,950	4.69	64.29	31.02
High School:							
1st Year	437	5,132	1,934	7,503	5.82	68.40	25.78
2nd Year	416	4,403	2,218	7,037	5.91	62.57	31.52
3rd Year	307	3,267	2,037	5,611	5.47	58.23	36.30
Totals	3,644	103,760	55,837	163,241	2.23	63.56	34.21

This is a recapitulation of Table 5. Pupils lose a great number of days even when schools are in operation, as is shown in Table 22

TABLE 8
TABLE SHOWING NUMBER AND PERCENTAGES OF PUPILS LEAVING SCHOOL
AT THE AGE OF 15 YEARS

Grades	No. of Pupils leaving School at the age of 15 years	Percent. of total enrol- ment leaving School at the age of 15 years	Percent. of total leaving School at the age of 15 years	Percent. of each grade leaving School at the age of 15 years
Division I:				
1st Year	10	.006	.27	.05
2nd Year	4	.003	.11	.05
3rd Year	24	.014	.65	.14
Division II:				
1st Year	65	.040	1.75	.39
2nd Year	162	.099	4.37	1.04
3rd Year	336	.206	9.06	2.23
Intermediate:				
1st Year	669	.410	18.05	4.58
2nd Year	1,053	.645	28.41	8.03
3rd Year	1,063	.651	28.67	9.71
High School:				
1st Year	265	.162	7.15	3.53
2nd Year	55	.034	1.48	.78
3rd Year	1	.001	.03	.02
Total	3,707	2.271	100.00	

This is a decrease of 200 pupils from last year. The tendency of pupils to complete the Intermediate Course is reflected in the numbers shown leaving in the Intermediate Grades. The Second Year continues to decrease, while the Third Year shows an increase over last year.

TABLE 9
TABLE SHOWING ATTENDANCE OF PUPILS MONTH BY MONTH DURING
THE YEAR JULY 1st, 1938, TO JUNE 31st, 1939

Month	Possible Aggregate	Actual Aggregate	Percentage of attendance per month
July	4,013	3,459.5	86.21
August	35,961	27,392.5	76.17
September	3,114,025	2,754,556.5	88.46
October	3,015,391	2,745,322.5	91.04
November	3,017,383.5	2,765,817	91.66
December	2,529,121	2,333,553	92.27
January	3,159,716.5	2,855,733	90.38
February	3,026,338	2,623,392	86.69
March	3,485,922	3,115,252	89.37
April	2,186,337.5	1,980,647.5	90.59
May	3,247,154	2,982,021	91.83
June	3,211,285.5	2,941,937.5	91.61
Average Monthly Percentage of Attendance			90.33

The average monthly percentage of attendance shows an increase of .83 over last year.

TABLE 10
SCHOOL DISTRICTS

Number of School Districts in existence, Dec. 31st, 1938, including the units in Consolidation	3,858
Number of Consolidations in existence, Dec. 31st, 1938	60
Number of School District units in Consolidation, Dec. 31st, 1938	197
Number of School Districts established in 1939	24
Number of School Districts dissolved in 1939: Rural	1
Consolidated	3
Rural High	8
	12
Number of School Districts in Province, Dec. 31st, 1939, including the units in Consolidation	3,881
Number of Consolidations in Province, Dec. 31st, 1939	57
Number of School District units in Consolidation, Dec. 31st, 1939	191
Number of Rural High Schools in existence, Dec. 31st, 1939	8
Number of units in Rural High Schools, Dec. 31st, 1939	45
Number of School Divisions in Province, Dec. 31st, 1938	44
Number of School Divisions erected in 1939	2
Number of School Divisions in existence, Dec. 31st, 1939	46
Number of units in School Divisions, Dec. 31st, 1939	3,260

To obtain the number of schools that could operate, deduct the number of units in Consolidations from the number of school districts in the Province, Dec. 31st, 1939, and add the 57 Consolidations. The Rural High Schools could also be added, as they are districts within districts.

TABLE 11
ATTENDANCE OF PUPILS

	Enrolment	Number of Boys	Number of Girls	Aggregate Attendance	Average Attendance
City Schools	37,994	18,908	19,086	6,658,968	33,795.15
Town Schools	15,440	7,406	8,034	1,643,477	13,450.15
Separate Schools	6,576	3,049	3,527	1,078,153	5,504.03
Village Schools	13,870	6,811	7,059	2,370,073	12,097.47
Consolidated Schools	6,530	3,192	3,338	1,097,444	5,570.14
Rural High Schools	363	142	221	61,213.5	310.52
Rural Schools	82,468	41,968	40,500	13,219,756.5	67,464.39
Totals	163,241	81,476	81,765	27,129,084	138,191.85

The average number of pupils enrolled per room was 26.84, a decrease of .76 from the previous year. The average attendance of pupils per room was 22.72, an increase of .32 over the previous year.

TABLE 12

DIAGRAM SHOWING NUMBER OF PUPILS PER ROOM IN
ALBERTA SCHOOLS FROM 1905-39 INCL.

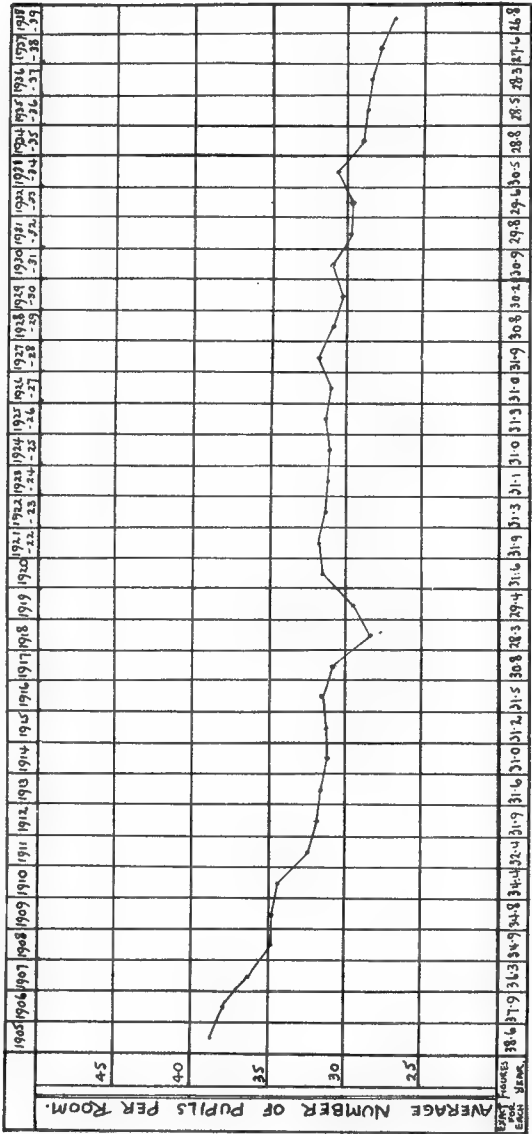


TABLE 13
STATEMENT SHOWING NUMBER OF SCHOOL DISTRICT UNITS IN DIVISIONS,
NUMBER OF ROOMS IN OPERATION, AND NUMBER OF PUPILS
ENROLLED BY DIVISIONS

No.	Name of Division	No. of S.D. Units in Division	No. of rooms in oper- ation	No. of graded schools	No. of co-oper- ating S.D. in Division	Total enrol- ment	Average attend- ance
1	Berry Creek	29	24	2	8	323	269.11
2	St. Mary's River	57	72	7	8	1,659	1,407.42
3	Foremost	119	90	3	23	1,173	976.73
4	Cypress	71	66	3	6	1,271	1,019.78
5	Tilley East	50	23	1	11	311	259.97
6	Taber	61	43	6	21	855	691.28
7	Lethbridge	78	86	17	22	2,203	1,827.98
8	Acadia	100	57	3	30	754	612.40
9	Sullivan Lake	76	45	3	25	661	534.98
10	Peace River	56	53	3	3	1,290	1,019.97
11	Lac Ste. Anne	72	77	6		2,181	1,754.67
12	Edson	44	47	3		1,283	1,022.15
13	Clover Bar	79	106	21		3,156	2,654.57
14	Grande Prairie	86	84	5	4	2,156	1,712.19
15	Rocky Mountain House	73	80	5		2,069	1,637.14
16	Neutral Hills	78	49		4	689	579.06
17	Holden	77	86	8		1,906	1,601.53
18	Lamont	54	88	30		2,744	2,410.09
19	Vegreville	66	69	6		1,645	1,412.75
20	Camrose	70	77	7		1,783	1,520.57
21	Two Hills	71	103	27		3,417	3,081.47
22	Killam	72	73	4	3	1,359	1,104.35
23	Stony Plain	71	77	6		2,262	1,746.21
24	Sturgeon	85	106	18		3,051	2,554.81
25	Vermilion	99	103	5		2,082	1,702.01
26	Stettler	77	78	3		1,332	1,144.19
27	Castor	81	77	4	7	1,229	943.69
28	Macleod	64	63	3	1	834	656.15
29	Pincher Creek	39	36	1	1	585	428.90
30	Drumheller	80	81	1	1	1,391	1,076.34
31	Olds	92	91	3		2,161	1,703.86
32	Wainwright	69	67	2	4	1,171	986.14
33	Provost	72	58	1	11	838	712.31
34	Ponoka	78	77	2		1,800	1,393.43
35	Red Deer	77	78	3	1	1,881	1,519.18
36	Wetaskiwin	65	64	1		1,752	1,322.59
37	Pembina	89	99	10		2,672	2,234.30
38	Foothills	75	71	2	2	992	799.34
39	Smoky Lake	70	111	37		3,485	2,898.96
40	Wheatland	81	78	3	1	1,360	1,075.15
41	Calgary	76	78	9	1	1,358	1,164.38
42	Athabasca	88	89	4		2,399	2,004.08
43	Bow Valley	51	39	1	4	533	431.59
44	E.I.D.	23	26	4		677	562.05
Total		3,141	3,145	293	202	64,406	52,932.57

TABLE 14
PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR IN CITY, TOWN,
VILLAGE AND RURAL SCHOOLS

Period of Attendance	City and Town	Village	Rural	Total
Less than 20 days	648	165	1,130	1,943
Between 20 and 39 days	955	202	1,848	3,005
Between 40 and 59 days	964	220	2,086	3,270
Between 60 and 79 days	836	212	1,471	2,519
Between 80 and 99 days	711	176	1,603	2,490
Between 100 and 119 days	1,106	261	2,576	3,943
Between 120 and 139 days	1,631	392	4,152	6,175
Between 140 and 159 days	3,663	955	9,372	13,990
Between 160 and 179 days	13,597	3,681	25,276	42,554
Between 180 and 199 days	42,172	7,997	32,730	82,899
200 days and over	142	87	224	453
Totals	66,425	14,348	82,468	163,241

Of the pupils enrolled 77.13% attended over 160 days, an increase of 6.15% over the previous year.

TABLE 15
TABLE SHOWING ATTENDANCE IN TOWN SCHOOLS DURING THE YEAR 1938-39

School	Enrolment	Average Attendance	Av. Monthly Percentages
St. Albert	145	116.54	83.6
Edmonton	16,312	14,556.76	93.3
Calgary	14,766	13,152.34	93.0
Thibault	193	174.51	95.5
Macleod	354	316.03	94.1
Lethbridge	2,438	2,149.79	92.3
Medicine Hat	1,927	1,714.38	95.1
Fort Saskatchewan	235	204.22	93.3
Gleichen	168	145.25	92.9
Red Deer	758	653.37	93.2
Pincher Creek	200	173.72	91.9
High River	378	334.14	92.7
Okotoks	191	174.74	93.3
Innisfail	378	331.92	92.9
Olds	415	358.42	91.2
Lacombe	439	381.66	94.1
Wetaskiwin	540	485.45	93.8
Leduc	319	269.48	93.9
Ponoka	513	430.22	88.7
Cardston	653	561.63	92.2
Magrath	471	413.90	95.4
Blairmore	410	376.13	94.9
Didsbury	262	229.19	93.1
Raymond	802	708.40	92.7
Clareholm	341	313.07	93.9
Athabasca	171	145.07	90.1
Irvine	74	66.69	91.9
Taber	574	497.29	91.3
Stavely	107	93.05	91.3
Coleman	666	581.91	96.8
Granum	93	80.05	91.4
Camrose	644	565.00	92.1
Vermilion Centre	401	344.28	93.8
Stettler	359	310.48	96.0
New Vegreville	465	409.95	92.7
Daysland	162	150.14	92.8
Strathmore	147	128.92	92.6
Wainwright	273	223.81	87.2
Hardisty	144	119.52	92.1
Vulcan	289	251.80	92.5
Tofield	181	156.74	91.4
Bow Island	132	108.00	93.8
Brooks	215	184.07	89.8
Bassano	192	168.32	93.7
Castor	137	114.75	92.4
St. Paul	384	316.42	91.9
Redcliffe	211	193.66	96.3
Beverly	232	213.94	91.2
Edson	481	441.90	94.0
Coronation	187	165.49	94.3
Drumheller	1,253	1,083.06	91.7
Grande Prairie	395	344.62	92.2
Peace River	274	229.62	91.9
Big Valley	162	136.91	92.2
Rocky Mountain House	278	243.23	91.7
Hanna	431	365.41	91.4
Three Hills	234	197.09	94.3
Grouard	156	132.08	96.3
Calgary, R.C.S.	1,647	1,413.50	92.7
Edmonton, R.C.S.	3,019	2,551.14	92.0
Lethbridge, R.C.S.	574	517.11	94.3
Sacred Heart, R.C.S.	46	38.16	89.3
St. Martin's, R.C.S.	119	106.48	95.9
North Red Deer, R.C.S.	145	118.99	90.2
St. Michael's, R.C.S.	138	111.24	94.8
St. Louis, R.C.S.	174	156.15	94.4
Theresetta, R.C.S.	71	57.75	91.5
St. Joseph's, R.C.S.	94	84.85	91.9
Wainwright, R.C.S.	111	94.32	94.1

Average of Monthly Percentages of Attendance of Town Schools during the year for the months actually operated was 92.7. This is an increase of .57 from last year.

TABLE 16
DISTRIBUTION OF PUPILS IN SECONDARY GRADES BY SUBJECTS
OF INSTRUCTION

Course and Subject	Grade X		Grade XI		Grade XII		Totals by Sex		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
ACADEMIC:									
Algebra 1	1121	1266	354	424	73	62	1548	1752	3300
Algebra 2			2	3	803	851	805	854	1659
Biology	567	634	208	303	31	44	806	981	1787
Biology (Grade XII)			56	80	554	807	610	887	1497
Chemistry 1	100	110	1090	1175	171	313	1361	1598	2959
Chemistry 2			57	56	883	894	940	950	1890
Dramatics 1	393	726	157	268		6	550	1000	1550
English	1939	2100	1671	1996	1133	1209	4743	5305	10048
French 1	798	1086	318	318	27	17	1143	1421	2564
French 2	13	15	585	856	111	124	709	995	1704
French 3			5	4	429	481	434	485	919
Geometry 1	226	252	784	832	134	191	1144	1275	2419
Geometry 2	9	10	51	64	49	91	109	165	274
Geology 1	729	411	380	313	89	191	1198	915	2113
German 1	10	23	12	29	7	11	29	63	92
German 2			17	10	15	23	32	33	65
German 3	5	3			9	15	14	18	32
General Mathematics 1	490	536	201	206	194	346	885	1088	1973
General Mathematics 2	4	22	233	233	12	72	249	327	576
General Science 1	311	204	48	55		359	259	618	
General Science 2		1	200	58	5	1	205	60	265
Health and Physical Education 1	1765	1889	111	171	2	3	1878	2063	3941
Physical Education 2	1		521	629	8	6	530	635	1165
History of Literature			31		87	272	118	272	390
Latin 1	228	289	175	276	44	58	447	623	1070
Latin 2	3	7	136	218	116	143	255	368	623
Latin 3			1		161	190	162	190	352
Social Studies 1	1882	2045	86	98	20	10	1988	2153	4141
Social Studies 2	11	103	1611	1974	101	173	1723	1350	3973
History, Modern			2	1	553	821	555	822	1377
Sociology and Psychology	5	7	777	677	25	64	807	748	1555
Trigonometry			6	2	909	1067	915	1069	1984
Dramatics 2			82	196	156	132	238	328	566
Physics 1	834	657	181	195	29	42	1044	894	1938
Physics 2	11	14			595	310	606	324	930
COMMERCIAL:									
Bookkeeping 1 (a)	445	439	190	183	8	21	643	643	1286
Bookkeeping 1	115	353	32	185	29	72	176	610	786
Bookkeeping 2	1	2	114	191	6	8	121	201	322
Typewriting 1 (a)	151	211	66	109	7	19	224	339	563
Typewriting 1	117	391	90	77	32	46	239	514	753
Typewriting 2	1	7	136	593	20	57	157	657	814
Stenography 1 (a)	23	74	21	45		8	44	127	171
Stenography 1	83	351	21	92	7	24	111	467	578
Stenography 2	46	217	70	315	15	95	131	627	758
Office Practice 1	1	4	123	410	23	90	147	504	651
Commercial Law	10	12	435	589	36	140	481	741	1222
Business Eng. and Office Practice 3 (old course)			4	3	7	48	11	51	62
Secretarial Training 1 (old course)			21	70	8	57	29	127	156
Bookkeeping-Accounting 2 (old course)			6	28	2	5	8	33	41
Commercial Mathematics 2 (old course)			3	26	2	10	5	36	41
Art 1	536	632	288	361	116	160	940	1153	2093
Art 2			1	96	102	3	4	99	107
Music 1	148	518	171	460	15	46	334	1024	1358
Music 2			3	15	79	1	16	93	109
TECHNICAL AND SPECIAL:									
General Shop 1	278	37	91	16	17	1	386	54	440
General Shop 2	34	24	100	7			134	31	165
Electricity 1	173		13	2	2		188	2	190
Electricity 2	29		79		2	1	110	1	111
Electricity 3 (old course)			5		5	1	10	1	11
Woodwork 1	116		3		9		128		128
Woodwork 2			112				112		112
Metalwork 1	156		15		3		174		174
Metalwork 2			70		1		71		71
Printing 1	20		2	2			22	2	24
Printing 2			6				6		6
Automotives 1	162		36		4		202		202
Automotives 2	29		115		3		147		147
Mechanical Drawing	72		10				82		82
Home Economics 1		313		120		13		446	446
Home Economics 2				95		6		101	101

Course and Subject	Grade X		Grade XI		Grade XII		Totals by Sex		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
TECHNICAL & SPECIAL: Continued:									
Home Making 1		72		16				88	88
Home Making 2				25		3		28	28
Arts and Crafts 1	4	16	2	14	6		12	30	42
Arts and Crafts 2			1	4	1		2	4	6
Fabrics and Dress 1		136		34				170	170
Fabrics and Dress 2				30				30	30
Needlework		206		56		15		277	277
Vocations and Guidance	352	411	351	434	1	2	704	847	1551
General Science for Technical Schools (old course)									
General Mathematics 3 (old course)			10	1			10	1	11
Chemistry for Technical Schools 1 (old course)									
Physiology and Hygiene 1 (old course)	8	9					8	9	17
Motor Mechanics 3 (old course)			2		3		5		5
Building Construction 1 (old course)									
Clothing 1 (old course)						2		2	2
Food and Dietetics 1 (old course)									
Industrial Art 1 (old course)									

TABLE 16(a)

DISTRIBUTION OF PUPILS IN INTERMEDIATE SCHOOLS BY SUBJECTS OF INSTRUCTION

Course and Subjects	Grade VII		Grade VIII		Grade IX		Totals by Sex		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
COMPULSORY SUBJECTS:									
English	2093	2205	2058	2201	2111	2440	6262	6846	13108
Social Studies	2093	2205	2056	2200	2084	2417	6233	6822	13055
Health and Physical Education	2092	2204	2056	2201	2070	2401	6218	6806	13024
Mathematics	2092	2204	2058	2201	2112	2444	6262	6849	13111
General Science	2093	2206	2056	2199	2112	2434	6261	6839	13100
Music (Optional in Grade IX)	2074	2179	2010	2172	450	781	4534	5132	9666
Art (Optional in Grade IX)	1817	1929	447	567	417	476	2681	2972	5653
OPTIONAL SUBJECTS:									
Dramatics	545	684	925	1109	646	903	2116	2696	4812
Farm and Home Accounting (Grades VII and VIII)	336	294	531	493	37	43	904	830	1734
Typewriting	3	4	49	83	507	568	559	655	1214
General Shop	1516		1760	18	1529	28	4805	46	4851
Home Economics		1581		1781		1578		4940	4940
Elementary Bookkeeping and Junior Business					1416	1370	1416	1370	2786
Oral French	46	36	368	444	1023	1308	1437	1788	3225

TABLE 17

PUPILS IN SECONDARY CLASS-ROOMS BY SEX, GRADE AND AGE

Grade	Sex	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs. or over	Total
Grade X	Boys				4	94	547	784	369	128	38	10	3	1977
	Girls				5	130	732	850	362	116	29	5	3	2232
Grade XI	Boys				3	94	484	683	436	191	53	18		1962
	Girls				6	143	750	875	464	239	64	30		2571
Grade XII	Boys					5	68	385	611	393	139	82		1683
	Girls					7	107	583	783	451	155	102		2188
Totals by Sex	Boys				4	97	646	1336	1437	1175	622	202	103	5622
	Girls				5	136	882	1707	1820	1363	719	224	135	6991
Grand Totals					9	233	1528	3043	3257	2538	1341	426	238	12613

TABLE 17(a)
PUPILS IN INTERMEDIATE CLASS-ROOMS BY SEX, GRADE AND AGE

Grade	Sex	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs. or over	Total
Grade VII	Boys	2	63	526	793	504	292	100	24	6	2		1	2313
	Girls	1	69	693	898	462	207	68	21	2				2421
Grade VIII	Boys		2	73	553	779	497	218	81	16	3	1	1	2224
	Girls		1	103	724	878	446	167	44	10	3	1		2377
Grade IX	Boys				86	493	790	460	237	72	14	3	1	2156
	Girls			2	111	724	962	474	171	38	3	1		2486
Totals by Sex	Boys	2	65	599	1432	1776	1579	778	342	94	19	4	3	6693
	Girls	1	70	798	1733	2064	1615	709	236	50	6	2		7284
Grand Totals		3	135	1397	3165	3840	3194	1487	578	144	25	6	3	13977

TABLE 18

STATISTICS OF PUPILS 15 YEARS OF AGE AND OVER WHO LEFT DURING
THE SCHOOL YEAR, 1938-39

Number of Pupils leaving to attend:	Totals
(a) Normal Schools	372
(b) Universities and Institute of Technology and Art	303
(c) Business Colleges	256
(d) Other Schools	3,028
	3,959
Number of Pupils who left the district (not included above)	1,799
Number who died	99
Number permanently at home owing to ill-health	312

NUMBER AT WORK

Grades	VII and under	VIII	IX	X	XI	XII	Total
Girls—							
At home	647	629	571	227	187	208	2,469
In domestic service	58	67	72	27	35	28	287
In shops and offices	3	2	14	21	62	70	172
In factories		1	3		1	7	12
Learning a trade	4	8	14	16	14	66	122
In other occupations, such as delivering messages, etc.	2	3	6	3	9	14	37
In occupations not known	14	25	38	23	40	117	257
Totals	728	735	718	317	348	510	3,356
Boys—							
At home (farming, etc.)	887	750	598	204	155	140	2,734
In shops and offices as clerks	9	11	14	27	53	101	215
In factories, mines, etc.		5	9	9	8	15	46
Learning a trade	13	16	34	31	30	38	162
In other occupations, such as messengers, delivery boys, etc.	22	21	36	39	28	39	185
In occupations not known	23	21	38	41	48	120	291
Totals	954	824	729	351	322	453	3,633

NUMBER NOT AT WORK

Girls	78	109	156	68	47	120	578
Boys	93	101	112	62	42	78	488
Totals	171	210	268	130	89	198	1,066

Grand Total

14,224

DEPARTMENT OF EDUCATION

TABLE 19
TABLE SHOWING THE NUMBER OF SCHOOLS IN OPERATION AND DAYS
ACTUALLY OPERATED DURING THE YEAR

Period of Operation	City and Town	Village	Rural	Total
Less than 20 days				
Between 20 and 39 days				
Between 40 and 59 days			1	1
Between 60 and 79 days			2	2
Between 80 and 99 days			1	1
Between 100 and 119 days			6	6
Between 120 and 139 days			3	3
Between 140 and 159 days			7	7
Between 160 and 179 days			27	27
Between 180 and 199 days	64	175	3,254	3,493
200 days and over	4	9	39	52
Totals	68	184	3,340	3,592

During the year 99.3% of the schools in operation, operated over 160 days.

TABLE 20
NUMBER OF SCHOOLS IN OPERATION AS AT JUNE 30th, 1938, AND JUNE 30th,
1939, AND NUMBER OF DEPARTMENTS IN EACH

School Districts having:	Total Schools		Total Departments	
	June 30, 1938	June 30, 1939	June 30, 1938	June 30, 1939
1 Department	3,032	3,020	3,032	3,020
2 Departments	326	327	652	654
3 "	75	82	225	246
4 "	50	50	200	200
5 "	32	34	160	170
6 "	19	19	114	114
7 "	14	12	98	84
8 "	3	8	24	64
9 "	2	4	18	36
10 "	6	5	60	50
11 "	3	2	33	22
12 "	8	7	96	84
13 "	3	5	39	65
14 "	2	2	28	28
15 "	2	2	30	30
16 "	2	1	32	16
19 "	2	2	38	38
20 "	2	1	40	20
21 "		1		21
26 "	1		26	
30 "		1		30
33 "	1	1	33	33
49 "	1		49	
50 "		1		50
55 "	1	1	55	55
66 "		1		66
67 "	1		67	
82 "	1		82	
85 "		1		85
382 "		1		382
389 "	1		389	
414 "	1		414	
419 "		1		419
Totals	3,591	3,592	6,034	6,082

TABLE 21

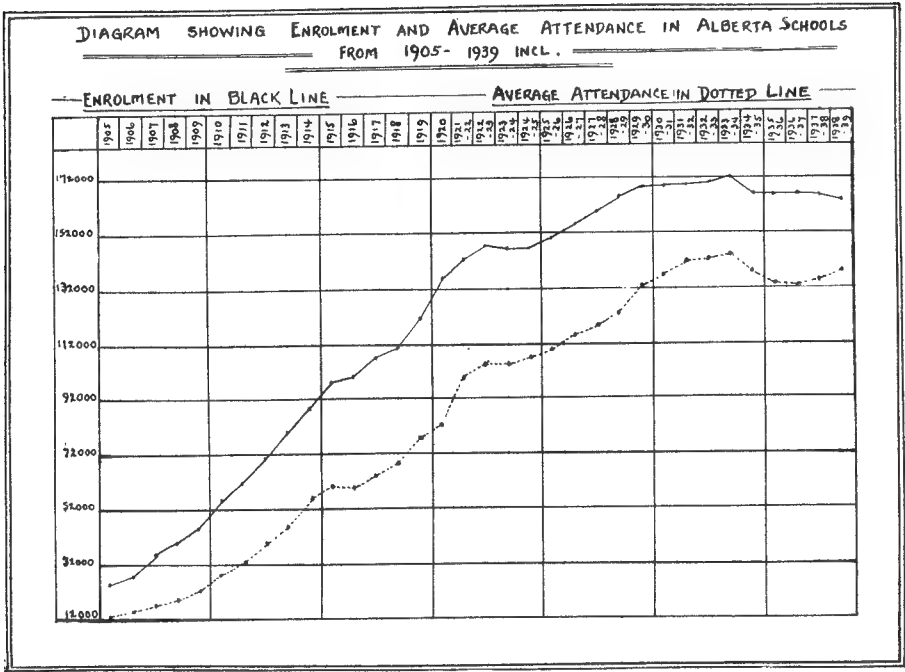


TABLE 22

	1928-29	1937-38	1938-39
(1) Aggregate number of days attended during the year	22,822,818.5	26,545,275	27,129,084
(2) Average number attending each day	123,479.93	135,162.55	138,191.85
(3) Average monthly percentage of attendance	87.28	89.50	90.33
(4) Average number of days school was open during the year	187.93	196.09	191.80
(5) Average number of days pupils attended during the year	138.43	159.27	166.19
(6) Average number of days lost by pupils during the year	71.57	50.73	43.81
(7) Percentage proportionate of total attendance to average attendance	74.80	81.10	84.65
(8) Percentage proportionate of Intermediate to Elementary Grades	28.85	36.62	37.04
(9) Percentage proportionate of High School to Elementary Grades	9.29	17.75	19.29

An increase of 692 days over last year is recorded in the average number of days attended by pupils during the year. The number of days lost by pupils is based on a school year of 210 days. The actual time lost by pupils is 12.83% of the time schools were in operation.

The average monthly percentage of attendance has increased .83% over last year.

Grades I to VI of the old system are now reckoned as Elementary, Grades VII to IX being considered Intermediate, and Grades X to XII as High School.

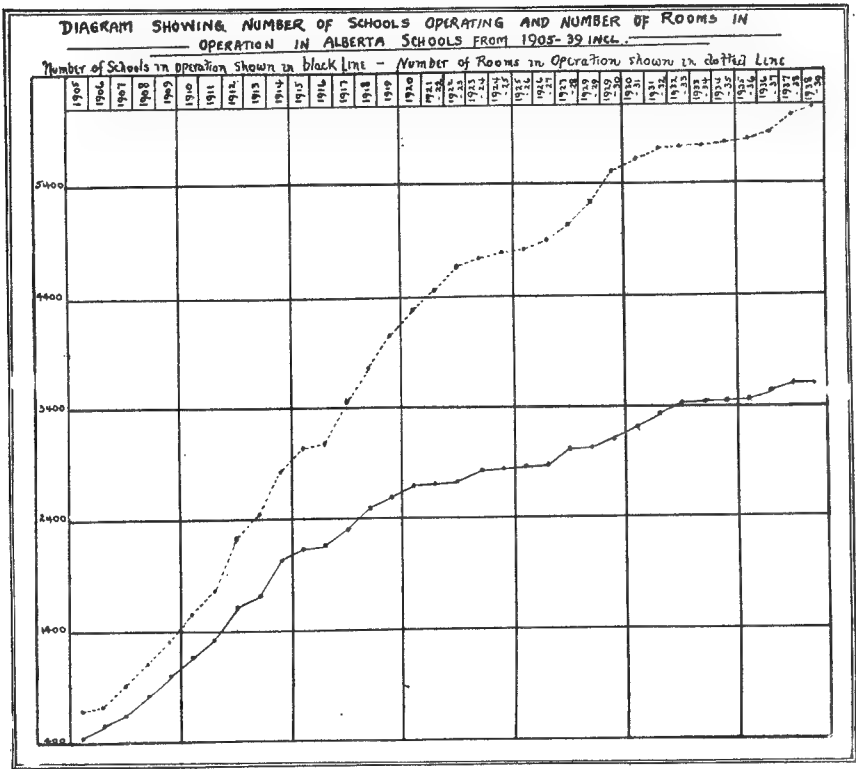
TABLE 23

TABLE SHOWING PARTICULARS RE SCHOOL DISTRICTS, SCHOOLS IN OPERATION, ETC., OF ALL SCHOOLS FROM 1905 TO 1939 INCLUSIVE

Year	No. of S.D. in Existence	No. of S.D. in Operation	No. of Rooms in Operation	Percentage of S.D. in Operation	Average Length of School Year	Average Monthly Percentage of Attendance
1905	602	476	628	79.07	174.4	
1906	746	570	760	76.41	183.2	
1907	902	694	945	76.94	159.6	
1908	1,070	851	1,135	79.53	160.0	
1909	1,250	970	1,323	77.60	163.2	
1910	1,501	1,195	1,610	79.60	158.3	
1911	1,784	1,392	1,902	77.93	157.0	
1912	2,029	1,600	2,229	78.85	178.8	
1913	2,235	1,705	2,511	71.81	178.3	
1914	2,360	2,027	2,898	85.89	181.4	
1915	2,478	2,138	3,082	86.36	181.5	
1916	2,598	2,170	3,143	83.33	184.1	
1917	2,773	2,471	3,497	89.11	182.5	
1918	2,964	2,766	3,933	93.32	180.5	82.53
1919	3,106	2,796	4,128	90.02	180.2	82.51
1920	3,215	2,826	4,289	87.90	183.0	82.76
1921-22	3,367	2,861	4,485	85.27	187.7	85.61
1922-23	3,388	2,995	4,729	88.40	184.6	86.42
1923-24	3,409	3,034	4,742	89.00	184.7	87.25
1924-25	3,431	3,033	4,759	88.40	184.7	87.44
1925-26	3,463	3,041	4,803	87.91	187.6	86.56
1926-27	3,515	3,124	4,977	89.10	188.4	86.56
1927-28	3,571	3,202	5,148	89.66	184.6	87.36
1928-29	3,640	3,242	5,345	89.07	187.9	87.28
1929-30	3,720	3,314	5,558	89.13	190.2	89.35
1930-31	3,755	3,346	5,624	88.94	192.7	89.99
1931-32	3,788	3,395	5,729	89.44	195.0	90.02
1932-33	3,734	3,451	5,796	90.66	192.5	88.69
1933-34	3,766	3,428	5,782	91.93	192.7	90.18
1934-35	3,812	3,449	5,815	90.48	184.6	88.46
1935-36	3,859	3,492	5,873	90.49	178.8	87.15
1936-37	3,926	3,542	5,935	90.22	191.1	88.21
1937-38	3,978	3,591	6,034	90.27	196.1	89.50
1938-39	3,992	3,592	6,082	90.27	191.8	90.33

Of the school districts able to operate, 95.7% were in operation. The total of 3,992 includes 191 units in consolidation and 46 divisions established in 1939.

TABLE 24



DEPARTMENT OF EDUCATION

TABLE 25

RECEIPTS AND DISBURSEMENTS

SUMMARY OF RECEIPTS AND DISBURSEMENTS OF ALL SCHOOL DISTRICTS
FOR THE YEAR 1938

RECEIPTS

Cash on hand January 1st, 1938	\$ 1,057,481.66
Proceeds from Debentures	97,898.97
Taxes Collected	8,060,275.01
Government Grants	1,635,503.44
Borrowed by Note	872,913.63
Pupils' Fees	145,516.25
Sale of Supplies	12,516.74
Sale of Property	60.00
Received from other Sources	231,526.93
	<u>\$12,113,692.63</u>

DISBURSEMENTS

Teachers' Salaries	\$ 6,000,869.71
Official Salaries	263,856.35
Paid on Debentures	861,864.40
Paid on Loans—Principal \$941,766.39, Interest \$21,685.85	963,452.24
School Buildings and Repairs	706,531.38
School Grounds	84,029.65
School Furniture	153,274.94
Text Books	12,771.75
Library and Reference Books	121,793.75
School Supplies	275,463.48
Tuition Fees	116,779.09
Conveyance of Pupils	157,688.92
Caretaking and Supplies	497,697.89
Fuel	353,845.56
Interest	137.70
Insurance	83,243.05
Other Expenditures	518,887.48
Balance on hand December 31st, 1938	941,505.29
	<u>\$12,113,692.63</u>

TABLE 25(a)

STATEMENT SHOWING RECEIPTS AND EXPENDITURES IN THE TWENTY-TWO
DIVISIONS IN OPERATION IN 1938

RECEIPTS (General)

Cash on hand January 1st, 1938	\$ 110,901.78
Taxes Collected	1,230,632.42
Government Grants	489,958.14
Borrowed by Note	248,686.71
Tuition Fees	2,119.25
Sale of Supplies	12,516.74
Other Sources	24,806.14
	<u>\$2,119,621.18</u>

RECEIPTS (Capital)

Cash on hand January 1st, 1938	\$ 2,537.84
Proceeds from Debentures	36,006.17
Taxes Collected	23,409.77
Borrowed by Note	226.33
Sale of Property	60.00
Other Sources	22,349.45
	<u>\$ 84,589.56</u>

EXPENDITURES (Capital)

School Sites	\$ 1,256.29
School Buildings	71,354.74
Furniture	9,188.00
Other Expenditures	1,881.92
Balance on hand December 31st, 1938	908.61
	<u>\$ 84,589.56</u>

EXPENDITURES (General)

(a) ADMINISTRATIVE:		
Secretary-Treasurers' Salaries	\$ 25,680.84	
Auditors' Fees	1,561.70	
Divisional Trustees, Local Trustees and Secretaries	24,275.85	
Elections	371.27	
Interest	137.70	
Office Equipment and Supplies	14,925.57	
Office Fuel and Light	213.22	
Office Insurance	53.59	
Sundry Administration Expenses	9,160.21	
Total Administration Expenses		\$ 76,379.95
(b) OPERATION OF SCHOOLS:		
Teachers' and Supervisors' Salaries	\$1,074,437.68	
Health Services and Supplies	3,863.29	
Caretaking and Supplies	71,702.90	
Fuel and Light	72,778.54	
Repairs to Buildings	106,581.46	
School Grounds	4,287.73	
School Furniture	26,778.58	
School Supplies	34,897.68	
Text Books	12,771.75	
Library and Reference Books	25,140.49	
Tuition Fees	29,473.42	
Conveyance	36,322.34	
Insurance	8,488.56	
Debenture Payments: Principal	24,957.33	
Interest	1,919.98	
Repayment of Loans: Principal	238,368.07	
Interest	1,930.50	
Other Expenditures	50,786.19	
Total Expenditures for operation of Schools		1,825,486.49
(c) Payments made on Liabilities Assumed by Division on organization		
	\$ 112,714.17	
Balance on hand December 31st, 1938		112,714.17
		105,040.57
		<u>\$2,119,621.18</u>

TABLE 26
COMPARATIVE STATEMENT SHOWING RECEIPTS AND DISBURSEMENTS OF
TOWN, VILLAGE AND RURAL DISTRICTS FOR THE YEAR 1938

RECEIPTS	Town and Village Districts	Rural Districts
Cash on hand January 1st, 1938	\$ 499,415.60	\$ 558,066.06
Proceeds of Debentures	45,901.60	51,997.37
Taxes Collected	5,061,281.80	2,998,993.21
Government Grants	665,591.87	969,911.57
Borrowed by Note	590,640.62	282,273.01
Tuition Fees	124,893.72	20,622.53
Sale of Supplies		12,516.74
Other Sources	145,785.63	85,801.30
	<u>\$7,133,510.84</u>	<u>\$4,980,181.79</u>
DISBURSEMENTS		
Teachers' Salaries	\$3,422,153.05	\$2,578,716.66
Official Salaries	131,240.05	132,616.30
Paid on Debentures	758,230.88	103,633.52
Paid on Notes (Renewals and Interest)	675,805.49	287,784.45
Caretaking and Supplies	338,778.04	158,919.85
Fuel and Light	196,279.22	157,353.12
School Buildings	331,337.72	375,193.66
School Grounds	41,723.44	42,306.21
School Furniture	48,798.50	104,689.66
Supplies	163,027.63	112,435.85
Library and Reference Books	55,957.99	78,607.51
Tuition Fees	7,261.89	109,517.20
Conveyance	121,366.58	36,322.34
Insurance	60,036.64	23,206.41
Other Expenditure	240,646.89	278,240.59
Balance on hand December 31st, 1938	540,866.83	400,638.46
	<u>\$7,133,510.84</u>	<u>\$4,980,181.79</u>

TABLE 27
COMPARATIVE STATEMENT SHOWING ASSETS AND LIABILITIES OF TOWN,
VILLAGE AND RURAL DISTRICTS FOR THE YEAR 1938

ASSETS	Town and Village Districts	Rural Districts
Cash on hand December 31st, 1938	\$ 540,866.83	\$ 399,729.85
Land and Buildings	12,211,769.56	6,422,922.60
Furniture and Equipment	1,293,014.39	1,472,585.21
Libraries and Text Books	95,123 01	277,424.50
Balance due on Requisitions in Non-Collecting Districts	874,669.84	699,029.52
Arrears of Taxes in Collecting Districts	2,753,099.63	1,392,631.44
Other Assets	718,395.81	206,109.92
	<u>\$18,296,939.07</u>	<u>\$10,870,433.04</u>
LIABILITIES		
Teachers' Salaries	\$ 56,101 08	\$ 198,183.21
Official Salaries	872.79	4,628.75
Loans	121,692.01	229,248.78
Debentures not yet due	6,969,463.76	672,302.80
Overdue Debentures	125,565.53	238,757.53
Other Liabilities	219,504.94	470,853.45
Excess of Assets over Liabilities	10,803,738.96	9,056,458.52
	<u>\$18,296,939.07</u>	<u>\$10,870,433.04</u>

TABLE 28
STATEMENT SHOWING ASSETS AND LIABILITIES OF ALL SCHOOL DISTRICTS
FOR THE YEAR 1938

ASSETS	
Cash on hand December 31st, 1938	\$ 940,596.68
Land and Buildings	18,444,692.16
Furniture and Equipment	2,765,599.60
Libraries and Text Books	372,547 51
Balance due on Requisitions in non-collecting Districts	1,573,699.36
Arrears of Taxes in Collecting Districts	4,145,731.07
Other Assets	924,505.73
	<u>\$29,167,372 11</u>
LIABILITIES	
Teachers' Salaries	\$ 254,284 29
Official Salaries	5,501 54
Loans	350,940.79
Debentures not yet due	7,641,766.56
Overdue Debentures	364,323.06
Other Liabilities	690,358.39
Excess of Assets over Liabilities	19,860,197.48
	<u>\$29,167,372.11</u>
Total Insurance on Property	<u>\$18,831,135.00</u>

TABLE 28(a)
STATEMENT SHOWING ASSETS AND LIABILITIES OF THE 22 SCHOOL DIVISIONS
IN OPERATION AS AT DECEMBER 31, 1938

ASSETS	
Cash on hand December 31st, 1938	\$ 105,040.57
Land and Buildings	2,836,270 90
Furniture and Equipment	612,247.74
Libraries and Text Books	118,766 14
Balance due on Requisitions	463,446.38
Other Assets	92,578.83
	<u>\$4,228,350.56</u>
LIABILITIES	
Teachers' Salaries	\$ 31,127.70
Official Salaries	681.16
Loans	179,839.03
Debentures not yet due	352,963.67
Overdue Debentures	101,132.85
Other Liabilities	283,188.24
Excess of Assets over Liabilities	3,279,417.91
	<u>\$4,228,350.56</u>

TABLE 29
COMPARATIVE COST OF EDUCATION

	1928-1929	1937-1938	1938-1939
IN ALL SCHOOLS:			
Cost per pupil per year according to enrolment	\$ 61.18	\$ 56.95	\$ 59.22
Cost per pupil per year according to average attendance	81.66	70.22	68.12
Average cost per pupil for each day in attendance	.431	.358	.356
IN UNGRADED SCHOOLS:			
Cost per pupil per year according to enrolment	59.58	45.89	49.63
Cost per pupil per year according to average attendance	86.01	59.26	61.73
Average cost per pupil for each day in attendance	.455	.304	.318
IN GRADED SCHOOLS:			
Cost per pupil per year according to enrolment	62.29	65.62	70.86
Cost per pupil per year according to average attendance	78.03	78.15	80.93
Average cost per pupil for each day in attendance	.40	.396	.411
IN TOWN AND VILLAGE SCHOOLS:			
Cost per pupil per year according to enrolment	52.73	52.10	53.33
Cost per pupil per year according to average attendance	68.55	62.25	61.42
Average cost per pupil for each day in attendance	.342	.315	.312
IN CITY SCHOOLS:			
Cost per pupil per year according to enrolment	77.48	83.81	86.16
Cost per pupil per year according to average attendance	93.16	97.52	96.86
Average cost per pupil for each day in attendance	.47	.493	.491
IN CONSOLIDATED SCHOOLS:			
Cost per pupil per year according to enrolment	87.78	72.07	76.46
Cost per pupil per year according to average attendance	113.92	88.84	89.63
Average cost per pupil for each day in attendance	.58	.445	.455
IN DIVISIONS:			
Cost per pupil per year according to enrolment		44.92	46.41
Cost per pupil per year according to average attendance		57.53	55.59
Average cost per pupil for each day in attendance		.293	.283

DEPARTMENT OF EDUCATION

TABLE 30

TABLE SHOWING TOTAL DISBURSEMENTS, ACTUAL COST OF OPERATION, AND COST PER PUPIL BASED ON ENROLMENT AND ON AVERAGE ATTENDANCE

Year	Total Disbursements	Actual Cost of Operation	Average Cost per Pupil Based on Enrolment	Actual Cost per Pupil Based on Average Attendance
1905	\$ 477,906.28			
1906	422,006.25			
1907	1,793,952.86			
1908	2,393,681.25			
1909	2,735,858.20			
1910	3,362,393.33			
1911	5,025,773.48			
1912	6,667,281.81			
1913	8,684,186.04	\$ 3,211,542.71	\$40.28	\$69.90
1914	7,834,891.67	4,096,142.48	46.43	76.55
1915	7,965,469.42	4,028,592.61	44.69	71.16
1916	6,121,614.26	4,321,020.74	44.09	72.53
1917	6,595,562.01	4,800,938.08	45.39	74.82
1918	7,496,691.64	5,290,892.57	46.81	75.87
1919	8,805,528.59	6,430,231.41	52.89	85.99
1920	10,644,329.13	7,881,971.22	58.06	95.63
1921-22	12,134,488.37	8,753,439.81	61.24	87.09
1922-23	12,358,371.36	8,924,404.34	60.28	84.70
1923-24	11,863,566.60	8,362,506.00	61.22	83.74
1924-25	11,458,506.36	8,760,197.00	59.27	81.20
1925-26	10,826,790.28	8,764,479.00	59.12	80.49
1926-27	11,280,112.44	9,137,429.00	59.18	79.37
1927-28	11,707,988.40	9,466,675.00	50.50	79.49
1928-29	13,036,865.26	10,086,501.00	61.18	81.66
1929-30	14,396,549.42	10,697,549.00	63.64	80.69
1930-31	14,050,523.50	11,017,869.00	65.24	80.58
1931-32	12,122,345.98	10,522,137.00	61.61	75.35
1932-33	11,495,119.68	10,134,592.00	59.96	73.66
1933-34	10,028,939.39	9,295,551.00	55.03	66.80
1934-35	10,349,898.76	9,070,715.00	54.07	66.59
1935-36	10,159,111.07	9,119,641.00	54.54	68.63
1936-37	10,195,128.18	9,203,091.00	54.79	69.14
1937-38	10,659,155.95	9,481,590.00		

TABLE 31

TEACHERS' SALARIES 1938-39 IN ALL SCHOOLS

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
Academic, Male	57	\$3,850.00	\$ 700.00	\$2 035.90
Academic, Female	59	3,200.00	700.00	1,789.14
High School Teachers, Male	71	3,150.00	750.00	1,320.04
High School Teachers, Female	54	2,550.00	840.00	1,161.32
First, Male	1,351	3,800.00	625.00	1,196.56
First, Female	2,272	3,300.00	600.00	962.92
Elementary and Intermediate, Male	120	1,080.00	600.00	737.02
Elementary and Intermediate, Female	184	840.00	600.00	740.71
Second, Male	474	2,600.00	640.00	930.26
Second, Female	1,416	2,600.00	570.00	920.61
Third, Male	4	1,000.00	675.00	800.00
Third, Female	13	840.00	640.00	742.92
Special and Vocational, Male	62	4,000.00	1,350.00	2,283.27
Special and Vocational, Female	39	3,300.00	840.00	1,994.62

TABLE 32
AVERAGE SALARY OF TEACHERS

	No. of Teachers, 1938-39	Salaries, 1928-29	Salaries, 1938-39
Average salary per year paid in Divisions	3,200		\$ 812.00
Average salary per year paid in Rural Schools not included in Divisions	508	\$1,055.77	789.46
Average salary per year paid in City and Town Schools	1,540	1,611.40	1,651.04
Average salary per year paid in Village Schools	467	1,277.93	1,075.30
Average salary per year paid in Separate Schools	212	1,094.68	1,095.37
Average salary per year paid in Consolidated Schools	236	1,229.74	1,012.25
Average salary per year paid in Rural High Schools	13		1,192.61
Average salary per year paid in all Schools	6,176	1,222.67	1,039.21
Average salary per year paid in Urban Schools	2,468	1,482.25	1,434.63

DEPARTMENT OF EDUCATION

TABLE 33
STATEMENT SHOWING ENROLMENT, AVERAGE ATTENDANCE, TEACHERS' SALARIES, ETC., FOR EACH YEAR FROM 1906-39 INCLUSIVE

Year	No. of Pupils Enrolled		Daily Average Attendance of Pupils		Amount Expended on Teachers' Salaries	Total Number of Teachers Employed	Total Number of School Districts Organized	Number of School Districts Erected Each Year	Value of School Buildings and Grounds	Value of School Libraries	Excess of Assets Over Liabilities
	Rural	Town and Village	Rural	Town and Village							
1906	14,576	14,208	7,395.34	7,386.73	\$ 386,107.99	924	742	144	\$ 926,706.26	\$ 10,384.49	\$ 607,678.45
1907	16,344	17,994	8,108.25	8,202.51	497,745.78	1,210	898	156	1,946,869.28	16,490.25	1,486,273.67
1908	19,599	20,054	10,104.32	9,819.44	592,222.64	1,468	1,068	168	2,553,060.43	22,879.20	1,125,362.70
1909	23,635	25,883	12,498.87	9,826.19	758,815.51	1,815	1,245	179	3,331,363.57	30,409.52	2,615,321.78
1910	28,635	25,472	15,577.58	14,033.87	908,045.12	2,217	1,496	251	4,643,612.94	39,302.70	2,941,474.49
1911	32,098	29,562	16,252.65	16,207.11	1,144,583.73	2,651	1,778	282	7,371,639.52	50,950.28	4,078,812.02
1912	36,339	34,643	19,513.65	19,712.95	1,411,200.65	3,298	2,019	241	9,908,492.24	75,327.30	4,995,691.25
1913	39,287	40,622	21,350.65	24,537.56	1,672,525.93	3,978	2,366	217	12,110,978.06	86,597.74	5,359,211.04
1914	46,550	43,360	26,030.33	28,552.69	2,050,697.01	4,218	2,360	124	13,442,987.54	111,839.97	6,189,898.57
1915	51,207	46,079	30,141.68	30,970.32	2,244,963.69	4,607	2,489	129	13,834,839.12	134,387.70	6,836,241.52
1916	47,987	51,223	27,082.80	33,188.59	2,421,404.48	5,133	2,624	135	14,165,097.25	150,690.62	8,452,140.36
1917	54,182	53,545	30,697.64	34,677.23	2,620,085.54	5,652	2,773	149	14,468,014.29	191,387.86	9,069,982.43
1918	48,800	62,229	28,961.28	39,527.37	2,860,351.67	5,014	2,964	191	14,863,976.33	224,971.07	8,827,683.37
1919	53,238	68,329	31,334.04	43,441.56	3,560,317.58	5,320	3,106	142	15,892,920.05	252,691.19	9,990,849.44
1920	59,886	75,864	34,935.05	47,481.63	4,371,508.02	5,787	3,215	109	16,824,719.25	301,364.86	11,573,173.18
1921	*56,361	*67,967	*39,122.17	*50,179.18	5,213,011.25	5,320	3,301	86	18,055,485.21	331,581.11	12,558,363.17
1922	66,211	76,691	41,892.60	58,621.94	5,428,826.20	5,669	3,367	73	18,442,012.68	337,289.08	13,294,175.25
1923	67,730	80,315	44,110.73	61,253.16	5,411,486.95	5,727	3,388	27	18,068,293.17	364,403.20	14,580,843.29
1924	67,455	79,918	44,138.26	61,713.88	5,443,247.53	5,727	3,409	24	18,379,211.58	366,113.20	15,415,937.21
1925	68,175	79,621	44,709.80	63,170.36	5,477,156.27	4,864	3,431	22	18,651,314.66	369,982.03	17,135,184.00
1926	68,971	81,555	46,009.79	64,918.03	5,640,218.58	5,135	3,463	40	19,028,647.66	369,982.03	17,135,184.00
1927	73,942	80,438	49,826.69	65,298.09	5,899,839.00	5,380	3,515	50	19,689,044.57	379,106.19	18,618,336.17
1928	76,081	83,005	51,470.05	67,613.96	6,243,085.22	5,815	3,571	59	20,957,119.68	381,024.94	19,606,227.19
1929	77,665	87,185	53,803.64	69,676.29	6,586,973.98	5,827	3,640	75	22,599,361.43	381,024.94	20,850,105.71
1930	79,335	88,741	57,809.26	74,763.75	6,847,412.54	5,705	3,720	81	22,599,361.43	381,024.94	20,850,105.71
1931	80,116	88,614	61,226.27	75,466.72	6,741,826.03	5,844	3,755	40	23,051,971.83	378,338.70	18,511,741.41
1932	81,438	89,357	62,769.94	76,893.34	6,406,996.78	5,760	3,783	35	19,095,491.88	368,587.00	16,558,778.66
1933	83,384	88,061	64,210.35	75,625.98	5,713,780.88	5,912	3,766	20	16,424,568.96	358,234.93	22,226,912.37
1934	84,793	87,247	66,299.76	73,570.14	5,613,780.88	5,912	3,766	30	20,491,602.43	362,187.78	21,387,642.06
1935	84,099	83,855	64,672.32	71,440.05	5,668,078.81	5,911	3,812	53	18,777,598.98	364,279.13	23,496,238.54
1936	83,558	83,335	63,213.42	69,511.76	5,664,072.03	6,001	3,859	40	20,391,315.34	356,519.44	20,756,827.94
1937	84,090	82,961	63,467.96	69,641.12	5,893,852.44	6,130	3,926	56	18,004,290.92	372,547.51	19,860,197.48
1938	83,673	82,991	65,062.24	70,100.31	6,000,869.71	6,173	3,978	33	18,444,652.16		
1939	82,468	80,773	67,464.39	70,727.46		6,176	1,992	24			

*For the June Term only.

TABLE 34
SCHOOL DISTRICTS ESTABLISHED DURING 1939

Name	No.	Date of Establishment	Township	Range	Meridian
Waterways	4843	January 6th	88-89	9	4th
White Rat	4844	January 6th	62-63	9-10	4th
Kay Dee	4845	January 21st	47	24	5th
Thirlmere	4846	January 23rd	46	18	4th
Eagle Butte	4847	March 7th	7-8	3-4	4th
Pride Valley	4848	March 7th	61-62	6-7	5th
Mercury	4849	March 22nd	68-69	22	4th
Fishing Lake	4850	March 22nd	57	2	4th
Gunn	4851	April 11th	54-55	3	5th
Westward	4852	April 24th	59	12-13	5th
Old Trail	4853	June 8th	67-68	15	4th
Glamis	4854	June 23rd	26	25	4th
Herronton	4855	June 23rd	19	25-26	4th
Midland	4256	July 5th	42	3-4	5th
Little Rolling Hills	4857	August 21st	14-15	13-14	4th
Sturgeon Lake	4858	August 24th	69-70	22-23	5th
Clemens Hill	4859	August 28th	25	4-5	5th
Cushing Lake	4860	September 14th	58-59	3	4th
Norma Village	4861	October 2nd	54-55	14-15	4th
Old Post	4862	October 5th	73-74	8-9	6th
West Pouce Coupe	4863	November 6th	80	13	6th
Twin Spruce	4864	November 15th	66-67	17	4th
Abasand	4865	December 19th	89	9	4th
Kikeno	4866	December 19th	62-63	14-15	4th

SCHOOL DISTRICTS DISSOLVED DURING 1939

Name	No.	Date of Dissolution	Township	Range	Meridian
Bideford Cons.	13	January 3rd	34	1-2	4th
Eight Mile Lake Cons.	74	February 28th	9-10	20-21-22	4th
Buffalo Head Prairie	2	January 1st	104-105	15-14	5th
Fleet Rural High	2	January 3rd	35-36-37-38	12-13	4th
Dalemead Rural High	4	January 3rd	21-22-23	26-27-28	4th
Kathryn Rural High	7	January 3rd	25-26-27	27-28	4th
Bow Slope Rural High	11	January 3rd	15-16-17	15-16	4th
Splan Rural High	12	January 3rd	51-52-53	25-26	4th
De Winton Rural High	15	January 3rd	21-22	29-1-2	4th & 5th
Spruce Grove Rural High	17	January 3rd	52-53	26-27	4th
Ribstone Rural High	18	January 3rd	42-43-44	2-3	4th
West Lethbridge Cons.	10	February 28th	8-9	21-22-23	4th

TABLE 35
REPORT OF PRIVATE SCHOOLS FOR THE SCHOLASTIC YEAR ENDING
JUNE 30th, 1939

Number of Colleges Reporting 38

	Male	Female	Total
Number of Teachers in residence	77	81	158
Number of Teachers not in residence	41	23	64
Number of Pupils in residence	1,134	789	1,923
Number of Pupils not in residence	687	1,224	1,911
Number of Pupils also enrolled in publicly controlled schools	25	14	39
Number of Pupils doing work of Elementary Grades	984	926	1,910
Number of Pupils doing work of Secondary Grades	592	720	1,312
Number of Pupils doing special work only	245	367	612

Total Enrolment	3,834
Average Attendance	3,551.22
Average number of days schools operated	194.59
Length of Course in years	4 to 14 years
Schools under control of:	
(a) Church	16
Corporation	8
Society	4
Private Individuals	10
(b) Religious Denominations	29
Non-Sectarian	9

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